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ABSTRACT

A module is presented for delivering basic language skills in German at the secondary level in combination with elements of career education, including career awareness/exploration, self-awareness, decision making, employability skills, and job preparation. The module includes a teacher's guide and five student career units (business and office, communications and media, health and related occupations, hospitality and recreation, and marketing and distribution). The teacher's guide includes the following information: strategies for implementing the student units and incorporating related resources, specific objectives/activities of the student units, and descriptions of contents of each unit. Vocabulary quizzes, texts for listening comprehension tests, career exploration form, and a resource list are appended. The student units are based on different clusters and consist of two sections: (1) the learning activity package (list of selected occupations, basic vocabulary list, multiple choice basic vocabulary test, skit, supplementary vocabulary, and supplementary activities) written in part in English and German and designed to provide the student with basic skills in the language relative to the occupational unit being studied, and (2) the career research package (information on selected occupations and career exploration form) which provides occupational information and activities to assist the student in exploring a career. (Author/EC)

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FINAL REPORT

VOLUME III

CAREER GUIDE FOR FOREIGN LANGUAGES
GERMAN I-IV

PROJECT NO. V361007L
GRANT NO. OEG-0-73-3004

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A COMPREHENSIVE VOCATIONAL EDUCATION
PROGRAM FOR CAREER DEVELOPMENT IN LEON COUNTY

CONDUCTED UNDER
PART C OF PUBLIC LAW 90-576

JUNE 15, 1973 - JUNE 30, 1975

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FINAL REPORT

Volume III

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The project reported herein was performed pursuant to a grant from the Bureau of Occupational and Adult Education, U. S. Department of Health, Education and Welfare. Grantees undertaking such projects under government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official position or policy.

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June 15, 1973 - June 30, 1975

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PART 1

CAREER GUIDE FOR FOREIGN LANGUAGES

GERMAN I-IV

TEACHER'S GUIDE

CAREER GUIDE FOR FOREIGN LANGUAGES

GERMAN I-IV

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PREFACE

Although Career Education is obviously one of the most dynamic educational innovations in the nation, and gaining momentum daily, it is concurrently a new concept to many in the educational sector.

Innumerable pilot projects are in the process of defining programs and developing materials and activities through which the concept can reach the student in the traditional classroom. Many of the materials produced thus far are of notable quality and have been successfully implemented in existing curricula.

However, there is an apparent dearth of available strategies and materials that can be utilized to fuse Career Education with many of the traditionally academic areas in the secondary curriculum.

For this reason members of the Foreign Language Department of the Leon District project high school initiated the development of this module.

The module provides a transportable model which can be used to deliver basic foreign language skills by merely substituting the appropriate vocabulary and resource materials. A variety of activities has been developed to enrich the learning experiences of students.

Further, the module fuses the foreign language with several elements of Career Education, including Career Awareness/Exploration, Self Awareness, Decision-Making, Employability Skills and to some extent, Job Preparation.

The materials will be implemented and refined in the following school year.

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INTRODUCTION

In past decades students have been told that foreign languages are of use only to college-bound students. This is no longer true.

Many non-professional jobs in this country offer an opportunity for--and often require the use of--a second language. In addition, the world market is open to professional and non-professional people from the United States to fill gaps in other countries. This offers opportunities for work and travel to those who could never afford leisure travel alone. One requirement, however, is that employees have an active knowledge of the foreign language.

Foreign language teachers at every level should learn to work simultaneously with language and Career Education. Combining the two would offer students an interesting and stimulating way of becoming acquainted with available career choices and would make many language courses more relevant to students.

DESCRIPTION OF MODULE

This module is composed of a Teacher's Guide and five Student Units, written in English-German. Each of the units is related to one of the five occupational clusters listed below:

--Business and Office
--Communications and Media
--Health and Related Occupations
--Hospitality and Recreation
--Marketing and Distribution

The Teacher's Guide comprises the first part of the module and includes the following information:

--Strategies for implementing the student units and incorporating related resources such as texts, filmstrips, films, games, newspapers and magazines
--Specific objectives/activities of the Student Units
--Descriptions of contents of each of the five Student Units
--Copies of vocabulary quizzes and answers, in English
--Texts for listing comprehension tests, in German and English
--A complete set of Student Units

The five individualized Student Units all follow the same format, but each addresses a different selected cluster. The units consist of two main sections, the "Learning Activity Package," which is designed to provide the student with basic skills in the target language relative to the occupational cluster unit being studied, and the "Career Research Package," which provides occupational information and activities to assist the student in exploring the career of his/her choice. They contain the following information and activities, with directions for completing the packages:

Learning Activity Package
--List of Selected Occupations
--Basic Vocabulary List
--Multiple Choice Basic Vocabulary Test
--Skit
--Supplementary Vocabulary
--Supplementary Activities

Career Research Package
--Information on Selected Occupations
--Career Exploration Form

All units are designed to be adapted by the foreign language teacher to his/her specific target language.

OBJECTIVES OF MODULE

The following broad objectives are applicable to each student unit and are re-defined as specific objectives in the Teacher's Guide and Student Units:

The student will:

1. Demonstrate knowledge of the selected vocabulary related to the occupational cluster unit being studied.

2. Develop basic employment skills including news/creative writing, translating, drawing, operating audio-visual equipment, and using charts and forms related to occupations.

3. Identify and develop interpersonal communications skills by participating in the production of the prepared skits, and by utilizing the concepts and vocabulary to write an original skit.

4. Develop employability skills by reading "Help Wanted" ads, writing letters of application, writing resumes' and completing application forms in the target language.

5. Complete career research activities related to his choice of selected occupations.

T E A C H E R ' S G U I D E

FOR USE WITH

STUDENT CAREER UNITS--- GERMAN I - IV

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TEACHER'S GUIDE
FOR USE WITH
STUDENT CAREER UNITS--GERMAN I-IV

I. IMPLEMENTATION STRATEGIES

It is suggested that all the units in this module be used in conjunction with a textbook. ALM-2nd Edition was used as the basis for developing this module.

--The teacher can adapt the material in each unit for any level of the language by adding to or deleting selected vocabulary or skit items. (Remember to adjust the tests accordingly.)
--The teacher is encouraged to utilize pictures or transparencies of the occupational situations to introduce the vocabulary to the student and to insure correct pronounciation. These can also be used to stimulate discussion after the vocabulary has been learned.
--The teacher should explain and/or review the use of all charts or forms in target language on higher levels.
--The teacher is encouraged to act out the basic skits in class and, if possible, record the skits on video tape.
--The teacher should incorporate any additional foreign language materials into supplementary activities, such as reading and reporting on career-related articles in target language magazines and newspapers.
--If the teacher wishes to give a written test on the unit, it is suggested that she/he provide the student with a picture or set of pictures and ask for a written description.
--The "Learning Activity Package" may be used in the following ways:
  -May be used at any time after the career unit has been introduced.
  -May be introduced before or after the "Career Research Package."
  -May be assigned to students either on an individual basis or in small groups.
  -May be used as a reference for planning large-group classroom activities.
--An excellent source of films related to Germany and to careers is the German Consulate (Atlanta, Georgia). The films can be borrowed at no cost, and a list of the films can be obtained on request.

II. OBJECTIVES OF STUDENT UNITS

The following student objectives are developed in each of the Student Career Units, with very little variation. They are repeated in the student's section of this module for the student's information.

The student will -

--Demonstrate knowledge of the occupationally-related vocabulary and unit contents by completing a written and listening comprehension test.
--Interpret and/or complete any assigned forms, charts, etc., related to the career units being studied.
--Participate in the production of skits by either acting, directing, filming, designing props, etc.
--Compose a short skit based on provided conversation stimuli related to the career units.
--Utilize the "Help Wanted" Ads in provided foreign language newspapers to identify job offers related to the career units being studied. (Optional)
--Select an occupation to explore and utilize the provided information to complete the Career Exploration Form for each of the five units.

The student will be evaluated on an objective, percentage basis or a subjective, satisfactory/unsatisfactory basis, depending on the nature of the activity.

III. DESCRIPTION OF STUDENT UNIT CONTENTS

The basic contents of the Student Units were described on Page 3 of this module. A detailed description of the five units is presented on the following pages:

BUSINESS AND OFFICE

The unit on Business And Office consists of:

Learning Activity Package

--List of occupations
--Vocabulary list with English equivalents
--Multiple choice vocabulary quiz (English equivalent and answers are in Teacher's Guide.)
--Basic skit on the Job Interview
--Supplementary activities
  1. Finding a job advertisement in FL newspaper
  2. Writing a letter of application and resume' for a chosen job
  3. Completing an application form
  4. Composing a job interview based on job advertisement
--Application form
--Listening Comprehension Test Answer sheet (Test in target language, English Equivalent and answers are in Teacher's Guide.)

Career Research Package

--Information on occupations
--Career Exploration Form

Resources: ALM German, Second Edition
FL newspaper

COMMUNICATIONS AND MEDIA

The unit on Communications And Media is divided into two parts:
The News Media
In the Post Office

The first section, The Newsmedia, consists of:

Learning Activity Package

--List of occupations
--A vocabulary list with English equivalents
--A multiple choice vocabulary quiz
--Basic skit on TV Interview
--Supplementary vocabulary list
--Supplementary activities
1. Writing an interview
2. Writing a news article
3. Planning and executing an interview with native speaker
4. Reading a news article and summarizing and making editorial remarks

--Listening Comprehension Test answer sheet

Career Research Package

--Information on occupations
--Career Exploration Form

Resources: ALM German, Second Edition
Journalism Careers film "The Journalist" produced by SDX--may be obtained on a fee-loan basis by writing to Modern Talking Picture Service, 2323 New Hyde Park, New York, New York 11040. List alternate playdates. (16mm, color, 26 Minutes)
German newspaper or magazine.(Das Beste is good because it is written on a simple reading level.)

The section, In The Post Office, consists of:

Learning Activity Package

--List of occupations
--Basic vocabulary list with English equivalents
--Multiple choice vocabulary quiz
--Basic skit on In the Post Office
--Supplementary vocabulary list
--Conversation stimulus
--Supplementary activities - completing postal forms
  1. Paketkarte
  2. Telegramm
  3. Postanweisung
--Listening Comprehension Test answer sheet

Career Research Package

--Information on occupations
--Career Exploration Form

Resources: ALM German, Second Edition
Deutsche Bundespost - Muster Formblattheft

HEALTH AND RELATED PROFESSIONS

The unit on Health And Related Professions is divided into three main sections:
At The Hospital
In The Doctor's Office
In The Dentist's Office

The section, At The Hospital, consists of:

Learning Activity Package

--List of occupations
--Vocabulary list with English equivalents
--Multiple choice vocabulary quiz
--Basic skit on At The Hospital
--Supplementary vocabulary list
--Temperature conversion chart
--Conversation stimulus
--Supplementary activity - completing hospital admission form
--Listening Comprehension Test answer sheet

Career Research Package

--Information on occupations
--Career Exploration Form

Resources: ALM German, Second Edition
Local hospital

The section, In The Doctor's Office, consists of:

Learning Activity Package:

--List of occupations
--Vocabulary list with English equivalents
--Multiple choice vocabulary quiz
--Basic skit on In The Doctor's Office
--The Human Body (labeled sketch)
--Supplementary activities
  1. Label sketch of body
  2. Read a (German) magazine article and write a summary
--Listening Comprehension Test answer sheet

Career Research Package

--Information on occupations
--Career Exploration

Resources: ALM German, Second Edition

HOSPITALITY AND RECREATION

The unit on Hospitality And Recreation is divided into two parts:
In The Restaurant
In The Hotel

The section, In The Hotel, consists of:

Learning Activity Package

--List of occupations
--Vocabulary list with English equivalents
--A multiple choice vocabulary quiz
--Basic skit for registering in a hotel
--Form for registering
--Supplementary vocabulary
--Stimulus for individual student skits
--Listening comprehension test answer sheet

Career Research Package

--Information on occupations
--Career Exploration Form

Resources: ALM German, Second Edition
Foreign language newspapers and magazines
Speaker from local hotel

The section, In The Restaurant, consists of:

Learning Activity Package:

--List of occupations
--A vocabulary list with English equivalents
--A multiple choice vocabulary quiz
--Basic skit for ordering in the restaurant
--Supplementary vocabulary list
--Chart on measuring weights
--Recipes of German dishes in German with extra vocabulary helps
--Stimulus for individual student skits
--Listening Comprehension Test answer sheet

Career Research Package

--Information on occupations
--Career Exploration Form

Resources: ALM German, Second Edition
Dr. Detker, Schulkochbuch, (Eres-Vering)
Rudolf-August Oetker KG Bielfield, 1963

MARKETING AND DISTRIBUTION

The unit on Marketing And Distribution is divided into two parts:
In The Bank
In The Department Store

The section, In The Bank, consists of:

Learning Activity Package

--List of occupations
--Vocabulary list with English equivalents
--A multiple choice vocabulary quiz
--Basic skit for withdrawing money from a bank
--Supplementary vocabulary
--Supplementary activity on rate of exchange, using an exchange form
--Stimulus for individual conversation
--Listening Comprehension Test answer sheet

Career Research Package

--Information on occupations
--Career Exploration Form

Resources: Monopoly games in target language, to practice money exchange

The section, In The Department Store, consists of:

Learning Activity Package

--List of occupations
--Vocabulary list with English equivalents
--A multiple choice vocabulary quiz
--Basic skit for buying in a store
--Supplementary vocabulary
--Stimulus for individual conversation
--Listening Comprehension Test answer sheet

Career Research Package

--Information on occupations
--Career Exploration Form

Resources: Monopoly games in target language, to practice buying and selling.
Product labels in target language can often be obtained directly from manufacturer.

The Appendixes comprising the remainder of this guide provide the teacher with the following materials:

--Unit vocabulary quizzes and answers, in English
--Texts for unit Listening Comprehension Tests
--Sample "Career Exploration Form"
--Listing of resources

Following the Appendixes which conclude the Teacher's Guide, a complete set of the five individualized Student Units is included for the teacher's convenience.

APPENDIX A

UNIT VOCABULARY QUIZZES

BUSINESS AND OFFICE UNIT VOCABULARY QUIZ

Directions: You will read a series of incomplete sentences. Each sentence is followed by three choices - A, B and C. You are to decide which of these choices most appropriately completes the sentence and circle the letter which corresponds to your choice.

The Job Interview

1. She is learning shorthand at an _____.
   A. desk
   B. language test
   *C. occupational school

2. If you are an American then German is a _____.
   A. country
   B. shorthand
   *C. foreign language

3. The information on this form _____.
   *A. is correct
   B. fills out
   C. advertises

4. Of course, the secretary can _____.
   A. attend
   *B. type
   C. advertise

5. That secretary did her _____ at this firm.
   *A. practical work experience
   B. reference
   C. position

6. Before the interview you must fill out an _____.
   A. training
   *B. information form
   C. occupational school

7. We do business with this _____.
   A. Position
   B. foreign language
   *C. firm

8. Your desk is in the _____.
   *A. office
   B. firm
   C. occupational school

9. My _____ is at 3:00.
   A. position
   B. reference
   *C. appointment

10. Which occupational school will you _____?
   A. advertise
   *B. attend
   C. fill out

COMMUNICATIONS AND MEDIA UNIT VOCABULARY QUIZ

Directions: You will read a series of incomplete sentences. Each sentence is followed by three choices - A, B and C. You are to decide which of these choices most appropriately completes the sentence and circle the letter which corresponds to your choice.

The Newsmedia

1. We buy a newspaper to read the _____.
   *A. news
   B. questions
   C. viewers

2. One takes a photograph with a _____.
   A. radio
   B. editor
   *C. camera

3. I am answering his _____.
   *A. question
   B. opinion
   C. report

4. Spain, France and Germany are all _____.
   A. foreign correspondents
   B. situations
   *C. nations

5. On television one must talk in a _____.
   A. radio
   *B. microphone
   C. newspaper

6. Do you want my _____ on the situation?
   A. question
   *B. opinion
   C. interview

7. I report international news for the newspaper. I am the _____.
   *A. foreign correspondent
   B. editor
   C. viewer

8. People from every country live in New York. It is an _____ city.
   *A. international
   B. economic
   C. interview

9. Our newspaper reports only the _____.

A. viewers
*B. facts
C. questions

10. We have to _____ about Germany.

A. interview
B. answer
*C. report

COMMUNICATIONS AND MEDIA UNIT VOCABULARY QUIZ

Directions: You will read a series of incomplete sentences. Each sentence is followed by three choices - A, B and C. You are to decide which of these choices most appropriately completes the sentence and circle the letter which corresponds to your choice.

In The Post Office

1. I want to send her a letter, but I don't know her _____.
   A. phone number
   *B. address
   C. airmail

2. You can't send a letter without a _____.
   A. connection
   B. postal clerk
   *C. stamp

3. I need money to call Aunt Ella on a _____.
   *A. pay phone
   B. area code
   C. long distance call

4. He must have this letter soon. I want to send it _____.
   A. stamp
   B. moment
   *C. air mail

5. I don't know his telephone number. I must ask the _____.
   *A. operator
   B. postal clerk
   C. stamp

6. My mother lives in Cologne, but I want to call her. I will have to make a _____.
   *A. long distance call
   B. connection
   C. area code

7. If your friend doesn't live in this city, you need to know his _____.
   A. phone number
   *B. area code
   C. operator

8. He buys his stamps from the _____.
   A. operator
   B. air mail
   *C. postal clerk

9. To call, you must go into the _____.
   A. post office
   *B. telephone booth
   C. pay phone

10. I receive 3 _____ every day.
   *A. letters
   B. stamps
   C. addresses

HEALTH AND RELATED PROFESSIONS UNIT VOCABULARY QUIZ

Directions: You will read a series of incomplete sentences. Each sentence is followed by three choices - A, B and C. You are to decide which of these choices most appropriately completes the sentence and circle the letter which corresponds to your choice.

In The Hospital

1. The nurse asked me my _____.
   A. accident
   *B. name
   C. relative

2. She also wanted to know my _____.
   *A. address
   B. motorcycle
   C. mother

3. I gave her my _____ as 18.
   A. height
   B. weight
   *C. age

4. My brother is my _____.
   *A. relative
   B. insurance company
   C. policy

5. The nurse wants to know if I'm married or _____.
   A. relative
   B. employer
   *C. single

6. As of now, I have no _____.
   A. weight
   B. height
   *C. employer

7. I also have no _____.
   A. accident
   *B. religion
   C. age

8. My _____ is approximately 118 lbs.
   A. height
   B. relative
   *C. weight

9. My _____ is 5 feet, 2 inches.

A. relative
B. policy
*C. height

10. I have a _____ with that company.

A. accident
B. married
*C. policy

HEALTH AND RELATED PROFESSIONS UNIT VOCABULARY QUIZ

Directions: You will read a series of incomplete sentences. Each sentence is followed by three choices - A, B and C. You are to decide which of these choices most appropriately completes the sentence and circle the letter which corresponds to your choice.

In The Doctor's Office

1. I'm not hungry; I have no _____.
   A. tongue
   *B. appetite
   C. cough medicine

2. The doctor took my _____.
   *A. pulse
   B. tension
   C. cough

3. My mother made an _____ with the doctor.
   A. problem
   B. prescription
   *C. appointment

4. He gave me a _____ for my cough.
   A. visit
   B. pain
   *C. prescription

5. My brother has a pain in his _____.
   *A. chest
   B. appointment
   C. pulse

6. He has to have an _____ taken.
   *A. X-ray
   B. nervous
   C. cough

7. I've been very _____ since the accident.
   *A. nervous
   B. appetite
   C. dizziness

8. The _____ indicates (says) 99° F.
   A. pulse
   *B. thermometer
   C. prescription

9. My father works too much, and he is very _____.
   *A. tired
   B. nervous
   C. pulse

10. I now take these _____ for the pain.
   A. cough medicines
   *B. pills
   C. tongues

HEALTH AND RELATED PROFESSIONS UNIT VOCABULARY QUIZ

Directions: You will read a series of incomplete sentences. Each sentence is followed by three choices - A, B and C. You are to decide which of these choices most appropriately completes the sentence and circle the letter which corresponds to your choice.

In The Dentist's Office

1. My teeth don't ache. I visit the _____ twice a year.
   A. brush
   *B. dentist
   C. filling

2. The _____ will last five weeks.
   *A. treatment
   B. deposit
   C. silver

3. My fillings are _____.
   *A. gold
   B. pain
   C. brush

4. I need a new _____. This one is old.
   A. dentist
   B. cleaning
   *C. brush

5. My sister's teeth are _____ because she doesn't brush.
   A. porcelain
   *B. decayed
   C. treatment

6. I have two gold fillings and one of _____.
   *A. silver
   B. deposit
   C. brush

7. The dentist says that I have three _____.
   A. teeth
   *B. fillings
   C. cleanings

8. My mother made a $10.00 _____ last week.
   *A. deposit
   B. brush
   C. cleaning

9. Mom, call the dentist. I have a _____.
   A. filling
   B. cleaning
   *C. toothache

10. The dentist wants to know what the _____ is.
   *A. trouble
   B. deposit
   C. treatment

HOSPITALITY AND RECREATION UNIT VOCABULARY QUIZ

Directions: You will read a series of incomplete sentences. Each sentence is followed by three choices - A, B and C. You are to decide which of these choices most appropriately completes the sentence and circle the letter which corresponds to your choice.

In The Restaurant

1. What time is it? I don't see the _____.
   A. table
   B. knife
   *C. clock

2. One drinks from a _____.
   *A. glass
   B. plate
   C. fork

3. After the dinner, we order a _____.
   A. table
   B. bread
   *C. dessert

4. Before we can order dinner, we need a _____.
   A. fork
   *B. menu
   C. dessert

5. The chair is next to the _____.
   A. vegetable
   B. dessert
   *C. table

6. The house wine is a _____.
   A. soup
   *B. beverage
   C. vegetable

7. One drinks coffee from a _____.
   *A. cup
   B. saucer
   C. fork

8. One eats soup with a _____.
   *A. spoon
   B. knife
   C. fork

9. I need butter for my _____.
   A. salad
   *B. bread
   C. beverage

10. The service charge on our bill is for the _____.
   A. menu
   B. dessert
   *C. waitress

HOSPITALITY AND RECREATION UNIT VOCABULARY QUIZ

Directions: You will read a series of incomplete sentences. Each sentence is followed by three choices - A, B and C. You are to decide which of these choices most appropriately completes the sentence and circle the letter which corresponds to your choice.

In The Hotel

1. We don't live upstairs; we live _____.
   *A. downstairs
   B. reservation
   C. view

2. My suitcase is too heavy. I need a _____.
   A. bath
   B. clerk
   *C. bellhop

3. You want a room in this hotel for Saturday? Make a _____ now.
   A. key
   B. view
   *C. reservation

4. We can see very well from here. There is a very good _____.
   *A. view
   B. room
   C. person

5. Where are you staying? We are in this _____.
   A. bath
   *B. room
   C. suitcase

6. I cannot go in the room. I don't have a _____.
   A. bath
   B. tip
   *C. key

7. In the winter, we don't need _____.
   A. suitcases
   *B. air-conditioning
   C. television

8. The bellman is very good. My father gives him a _____.
   A. suitcase
   B. key
   *C. tip

9. The clerk stands behind the _____.
   A. elevator
   B. key
   *C. desk

10. There's no elevator in this hotel. We must use the _____.
   *A. stairs
   B. suitcase
   C. air-conditioning

MARKETING AND DISTRIBUTION UNIT VOCABULARY QUIZ

Directions: You will read a series of incomplete sentences. Each sentence is followed by three choices - A, B and C. You are to decide which of these choices most appropriately completes the sentence and circle the letter which corresponds to your choice.

In The Bank

1. At the end of the form _____ your name.
   A. help
   *B. sign
   C. withdraw

2. I receive the change from the _____.
   *A. teller
   B. daily statement
   C. voucher

3. Please give me change for this _____.
   A. teller
   B. daily statement
   *C. bill

4. My money is in the _____ _____.
   A. change
   *B. bank
   C. teller

5. I will withdraw the money from my _____.
   *A. account
   B. bill
   C. bank clerk

6. You must take the _____ to the cashier for the money.
   A. account ID card
   *B. voucher
   C. daily statement

7. You don't know how to get your money? The bank clerk will _____ you.
   A. sign
   B. withdraw
   *C. help

8. How much money do I have? I don't know. I'll look at my _____.
   A. account ID card
   *B. daily statement
   C. teller

9. I have no bills. Only some _____.
   *A. change
   B. bank
   C. account ID card

10. My account number is on my _____.
   A. bill
   B. bank clerk
   *C. account ID card

MARKETING AND DISTRIBUTION UNIT VOCABULARY QUIZ

Directions: You will read a series of incomplete sentences. Each sentence is followed by three choices - A, B and C. You are to decide which of these choices most appropriately completes the sentence and circle the letter which corresponds to your choice.

In The Department Store

1. What color is your hair? My hair is _____.
   *A. yellow
   B. blue
   C. long

2. When one goes swimming in the summer, one needs _____.
   A. lipstick
   B. nail polish
   *C. suntan lotion

3. The blouse is not my size. I want an _____.
   A. bargain
   *B. exchange
   C. check

4. When I go to America, I don't bring money. I bring _____.
   A. deodorant
   *B. traveler's checks
   C. refunds

5. This lipstick is old and bad. I want a _____.
   A. shampoo
   *B. refund
   C. suntan lotion

6. See my hands; I have a new _____.
   A. shaving lotion
   B. check
   *C. nail polish

7. My hair is dirty. I need _____.
   A. color
   B. toothpaste
   *C. shampoo

8. The lipstick and the nail polish are both _____.
   *A. cosmetics
   B. exchange
   C. blue

9. After eating, one needs _____.
   *A. tooth paste
   B. shaving lotion
   C. shampoo

10. No, I don't want a check, I want _____.
   A. cosmetics
   B. refund
   *C. cash

APPENDIX B

TEXTS FOR UNIT LISTENING COMPREHENSION TESTS

BUSINESS AND OFFICE LISTENING COMPREHENSION TEST

Directions: The teacher will read a series of statements or questions followed by two possible rejoinders - A and B. The student must determine which is the most appropriate rejoinder and write the corresponding letter on his answer sheet.

The Job Interview

1. Haben Sie eine Verabredung?
   A. Ja, um drei Uhr.
   B. Ja, die Sekretärin.

2. Haben Sie Kurzschriftkenntnis?
   A. Ja, ich kann auch tippen.
   B. Ja, ich habe ihn ausgefüllt.

3. Haben Sie ein Sprachkenntnis?
   A. Ja, ich kann tippen.
   B. Ja, ich kann English.

4. Ich mochte ein Buch kaufen.
   A. Dann brauchen Sie einen Bestellzeitel.
   B. Dann brauchen Sie einen Personalbogen.

5. Von wem ist die Emfehlung?
   A. Von Herrn Hand. Ich habe Praktikum bei ihm gemacht.
   B. Von der Sekretarin. Sie hat mir den Personalbogen gegeben.

6. Ich gehe jetzt ins Büro.
   A. Es ist 19.00 Uhr und das Büro ist geschlossen.
   B. Wo hast du das gelernt?

7. Warum sitzt du am Fenster?
   A. Das Fenster ist neu.
   B. Mein Schreibtisch ist da.

8. Die Sprachprüfung ist sehr kurz.
   A. Ja, ich bestehe sie bestimmt.
   B. Ja, ich habe sie gern.

9. Als Sekretärin, was ist ihre Aufgabe?
   A. Ich muss tippen.
   B. Ich bin im Büro.

10. Die Firma zeigte die Stelle an.
   A. Ja, ich sehe sie jetzt in der Zeitung.
   B. Ja, ich fulle sie jetzt aus.

BUSINESS AND OFFICE LISTENING COMPREHENSION TEST

Directions: The teacher will read a series of statements or questions followed by two possible rejoinders - A and B. The student must determine which is the most appropriate rejoinder and write the corresponding letter on his answer sheet.

The Job Interview

1. Do you have an appointment?
   *A. Yes, at three o'clock
   B. Yes, the secretary.

2. Can you take short hand?
   *A. Yes, I can also type
   B. Yes, I have completed it.

3. Do you know a foreign language?
   A. Yes, I can type
   *B. Yes, I know English.

4. I want to buy a book.
   *A. Then you need an order form.
   B. Then you need an application form.

5. From whom is the recommendation?
   *A. From Mr. Hand. I had my practical working experience with him.
   B. From the secretary. She gave me the application form.

6. I'm going to the office now.
   *A. It is 7:00, and the office is closed.
   B. Where did you learn that?

7. Why do you sit at the window?
   *A. That's where my desk is.
   B. The window is new.

8. The language test is very short.
   *A. Yes, I will surely pass it.
   B. Yes, I like it very much.

9. What are your duties as secretary?
   *A. I have to type.
   B. I am in the office.

10. The firm advertised the position.
   *A. Yes, I see it now in the newspaper.
   B. Yes, I'm completing it now.

COMMUNICATIONS AND MEDIA LISTENING COMPREHENSION TEST

Directions: You will hear a brief dialogue. Decide whether the last response is appropriate or inappropriate. Indicate your answer as follows: A-appropriate, B-inappropriate.

The Newsmedia

1. Reporter: Haben Sie eine Meinung über den ökonomischen Zustand?
   Burgermeister: Ja, ich antworte einige Fragen.

2. Johann: Lesen Sie die Zeitung oft?
   Herr Braun: Ja, ich lese sie jeden Tag.

3. Maria: Merke ich eine Akzent, wenn Sie sprechen?
   Karin: Ja, ich bin Amerikanerin.

4. Frau Schmidt: Worüber berichten Sie heute?
   Robert: Ich berichte über Berlin.

5. Herr Lange: Sind Sie der Zeitungsschriftleiter?
   Herr Kurz? Ja, ich bin der Auslandskorrespondent.

6. Mutter: Hast du das Radio mit? Ich möchte die nachiechten hören.
   Vater: Nein, aber ich habe die Kamera.

7. Jakob: Besuchen Sie Deutschland Oft?
   Inge: Ja, denn meine Grossmutter wohnt in Deutschland.

8. Frau Gold: Ist München eine internationale Stadt?
   Frau Jung: Ja, München ist sehr alt.

9. Schwester: Das ist nur deine Meinung, nicht wahr?
   Bruder: Nein, das ist eine Tatsache.

10. Mann I: Entschuldigen Sie mir, bitte! Sie sind der Reporter, nicht wahr?
    Mann II: Ja, das ist eine aktuelle Frage.

COMMUNICATIONS AND MEDIA LISTENING COMPREHENSION TEST

Directions: You will hear a brief dialogue. Decide whether the last response is appropriate or inappropriate. Indicate your answer as follows: A-appropriate, B-inappropriate.

The Newsmedia

1. Reporter: Do you have an opinion about the economic situation?
   Mayor: Yes, I will answer a few questions. (B)

2. John: Do you read the newspaper often?
   Mr. Brown: Yes, I read it every day. (A)

3. Mary: Do I notice an accent when you speak?
   Karen: Yes, I am an American. (A)

4. Mrs. Smith: What are you reporting about today?
   Robert: I'm reporting about Berlin. (A)

5. Mr. Long: Are you the Newspaper editor?
   Mr. Short: Yes, I'm the foreign correspondent. (B)

6. Mother: Do you have the radio with you? I want to hear the news.
   Father: No, but I have the camera. (B)

7. Jack: Do you visit Germany very often?
   Jill: Yes, because my grandmother lives in Germany (A)

8. Mrs. Gold: Is Munich an international city?
   Mrs. Young: Yes, Munich is very old. (B)

9. Sister: That is only your opinion, isn't it?
   Brother: No, that's a fact. (A)

10. Man I: Excuse me please. You are the reporter, aren't you?
    Man II: Yes, that is an important issue. (B)

COMMUNICATIONS AND MEDIA LISTENING COMPREHENSION TEST

Directions: You will hear a brief dialogue. Decide whether the last response is appropriate or inappropriate. Indicate your answer as follows: A-appropriate, B-inappropriate.

In The Post Office

1. Postbeamter: Darf ich Ihnen helfen?
   Kunde: Ja, ich brauche eine Vorwahlnummer.

2. Karin: Ich möchte meine Schwester anrufen.
   Susan: Weisst du die Telephonnummer?

3. Mutter: Kannst du mich heute anrufen?
   Sohn: Nein, da gibt es keine Post.

4. Junge: Wieviel kostet eine Briefmarke?
   Postbeamter: Möchtest du den Brief mit Luftpost schicken?

5. Frau: Können Sie mich mit Herrn Braun verbinden?
   Fraulein: Ja, einen Augenblick bitte.

6. Johann: Wir haben kein Telephon zu Hause.
   Heinrich: Also, ruf mal mit dem Münztelephon an!

7. Mutter: Hast du die Adresse auf dem Brief?
   Vater: Ja, und auch eine Briefmarke.

8. Anna: Wie viel kostet ein Ferngespräch nach Hamburg?
   Maria: Das kostet siebzig Pfennig program.

9. Fraulein: Wen möchten Sie anrufen?
   Mann: Ich möchte New York anrufen.

10. Herr: Das Telephon klingelt.
    Frau: Dann nimm es mal ab!!!!

COMMUNICATIONS AND MEDIA LISTENING COMPREHENSION TEST

Directions: You will hear a brief dialogue. Decide whether the last response is appropriate or inappropriate. Indicate your answer as follows: A-appropriate, B-inappropriate.

In The Post Office

1. Postal Clerk: May I help you?
   Customer: Yes, I need an area code. (B)

2. Karen: I want to call my sister.
   Susan: Do you know her telephone number? (A)

3. Mother: Can you call me today?
   Son: No, there is no post office there (B)

4. Boy: How much is a stamp?
   Postal Clerk: Do you want to send the letter by airmail? (A)

5. Woman: Can you connect me with Mr. Brown?
   Operator: Yes, one moment please. (A)

6. John: We have no telephone at our house.
   Henry: Then, use the pay phone. (A)

7. Mother: Do you have the address on the letter?
   Father: Yes, and a stamp. (A)

8. Ann: How much does a long distance call to Hamburg cost?
   Mary: That cost 26¢ per ounce. (B)

9. Operator: Whom do you wish to call?
   Man: I would like to call New York. (B)

10. Mr.: The telephone is ringing.
    Mrs.: Then answer it!!!! (A)

HEALTH AND RELATED PROFESSIONS LISTENING COMPREHENSION TEST

Directions: You will hear a series of statements or questions followed by two possible rejoinders - A and B. You will determine which is the most appropriate rejoinder and write the corresponding letter on your answer sheet.

In The Hospital

1. Wie heissen Sie?
   A. Kolumbusstrasse neun sieben acht.
   B. Josef Braun.

2. Wie haben Sie sich den arm gebrochen?
   A. In einem Verkehrsunfall.
   B. Im Krankenhaus.

3. Wie alt sind Sie?
   A. Ich bin siebzehn Jahre alt.
   B. Ich bin ein Meter sechzig alt.

4. Sind Sie verheiratet?
   A. Ja, und ich habe auch Brustschmerzen.
   B. Nein, ich bin ledig.

5. Sie sind ledig?
   A. Ja, und ich habe zwei Kinder.
   B. Ja, und ich wohne bei meinen Eltern.

6. Ist Herr Braun Ihr Verwandte?
   A. Ja, er ist mein Arbeitgeber.
   B. Ja, er ist mein Onkel.

7. Wie gross sind Sie?
   A. Ich bin ein Meter sechzig gross.
   B. Ich bin hundertachtzehn Pfund gross.

8. Was ist Ihr Geburtsort?
   A. Deutscher Gesundheit.
   B. West Berlin

9. Sind Sie krank?
   A. Ja, ich habe Brustschmerzen.
   B. Ja, Deutscher Gesundheit.

10. Meine Tante ist Krankenschwester.
    A. Ist sie krank?
    B. Arbeitet sie in einem Krankenhaus?

HEALTH AND RELATED PROFESSIONS LISTENING COMPREHENSION TEST

Directions: You will hear a series of statements or questions followed by two possible rejoinders - A and B. You will determine which is the most appropriate rejoinder and write the corresponding letter on your answer sheet.

In The Hospital

1. What is your name?
   - A. 978 Columbus Street
   - *B. Joe Brown

2. How did you break your arm?
   - *A. In a motorcycle accident.
   - B. In the hospital.

3. How old are you?
   - *A. I'm 17 years.
   - B. I'm 5 ft., 6 in.

4. Are you married?
   - A. Yes, and I also have chest pa...
   - *B. No, I am single.

5. Are you single?
   - A. Yes, and I have 2 children.
   - *B. Yes, and I live with my parents.

6. Is Mr. Brown your relative?
   - A. Yes, he is my employer
   - *B. Yes, he is my uncle.

7. How tall are you?
   - *A. I am 5 ft., 6 in. tall.
   - B. I am 118 pounds tall.

8. Where is your place of birth?
   - A. German Health
   - *B. West Berlin.

9. Are you sick?
   - *A. Yes, I have chest pains.
   - B. Yes, German Health

10. My aunt is a nurse.
    - A. Is she sick?
    - *B. Does she work in a hospital?

HEALTH AND RELATED PROFESSIONS LISTENING COMPREHENSION TEST

Directions: You will hear a brief dialogue. Decide whether the last response is appropriate or inappropriate. Indicate your answer as follows: A-appropriate, B-inappropriate.

In The Doctor's Office

1. Fraulein: Ich habe Husten.
   Arzt: Ich verschreibe Ihnen ein Hustenmittel.

2. Arzt: Sind Sie sehr nervös?
   Fräulein: Ja, ich habe einen guten Appetit.

3. Erich: Bist du müde?
   Karin: Ja, ich gehe jetzt schlafen.

4. Mutter: Hast du abgenommen?
   Vater: Ja, ich esse immer so viel.

5. Arzt: Essen Sie gut?
   Fraulein: Nein, ich habe keinen Appetit.

6. Krankenschwester: Messen Sie jetzt den Puls?
   Arzt: Ja, wo ist der Thermometer.

7. Vater: Wozu brauchst du Pillen?
   Mutter: Gegen die Schmerzen.

8. Fraulein: Ich habe Brustschmerzen.
   Arzt: Das ist nicht gut. Lassen wir Sie röntgen!

9. Frau: Ich möchte mir ein Termin geben lassen.
   Schwester: Gut, können Sie morgen um 4.00 Uhr kommen?

10. Arzt: Schlafen Sie gut?
    Frau: Ja, ich leide unter Schlaflosigkeit.

HEALTH AND RELATED PROFESSIONS LISTENING COMPREHENSION TEST

Directions: You will hear a brief dialogue. Decide whether the last response is appropriate or inappropriate. Indicate your answer as follows: A-appropriate, B-inappropriate.

In The Doctor's Office

1. Miss: I have a cough.
   Doctor: I'll prescribe you a cough medicine (A)

2. Doctor: Are you nervous?
   Miss: Yes, I have a good appetite (B)

3. Erich: Are you tired?
   Karen: Yes, I'm going to bed now. (A)

4. Mother: Have you lost weight?
   Father: Yes, I always eat so much (B)

5. Doctor: Do you eat well?
   Miss: No, I don't have an appetite. (A)

6. Nurse: Are you measuring the pulse now?
   Doctor: Yes, where is the thermometer? (B)

7. Father: Why do you need these pills?
   Mother: For the pain. (A)

8. Miss: I have chest pains.
   Doctor: That isn't good. We'd better X-ray you. (A)

9. Miss: I would like to make an appointment.
   Nurse: Good. Can you come tomorrow at 4:00? (A)

10. Doctor: Do you sleep well?
    Miss: Yes, I suffer from sleeplessness. (B)

HEALTH AND RELATED PROFESSIONS LISTENING COMPREHENSION TEST

Directions: You will hear a series of statements or questions followed by two possible rejoinders - A and B. You will determine which is the most appropriate rejoinder and write the corresponding letter on your answer sheet.

In The Dentist's Office

1. Warum gehen Sie zum Zahnarzt?
   A. Ich habe eine Zahnbürste.
   B. Ich habe Zahnschmerzen.

2. Warum habe ich Zahnschmerzen?
   A. Die Zähne sind hohl.
   B. Die Zähne sind alt.

3. Sind die Zähne hohl.
   A. Ja, Sie brauchen einen Zahnfüllung.
   B. Ja, Sie brauchen nur eine Reinigung

4. Wann soll ich mir die Zähne putzen?
   A. Um sieben Uhr.
   B. Nach dem Essen.

5. Brauche ich eine Zahnfüllung aus Perzellan?
   A. Nein, der Zahn ist hinten.
   B. Nein, sie kostet DM 20,00.

6. Ich möchte eine Anzahlung von DM20,00 machen.
   A. Gut, es kostet DM10,00.
   B. Gut, und wie möchten Sie den Reste zahlen?

7. Ich habe Zahnschmerz nicht gern.
   A. Gut, dann putzen Sie sich die Zähne nicht.
   B. Gut, dann putzen Sie sich jeden Tag die Zähne.

8. Wie lange dauert die Behandlung?
   A. Wir brauchen dafür DM50,00.
   B. Wir brauchen dafür drei Konsultationen.

9. Warum lassen Sie den Zahn röntgen?
   A. Ich kann ihn nicht gut sehen.
   B. Die Anzahlung ist zu viel.

10. Meine Zahnfüllungen sind aus Gold.
    A. Sind sie teuer?
    B. Sind sie aus Silber?

HEALTH AND RELATED PROFESSIONS LISTENING COMPREHENSION TEST

Directions: You will hear a series of statements or questions followed by two possible rejoinders - A and B. You will determine which is the most appropriate rejoinder and write the corresponding letter on your answer sheet.

In The Dentist's Office

1. Why are you going to the dentist?
   A. I have a toothbursh.
   *B. I have a toothache.

2. Why do I have toothaches?
   *A. Your teeth are decayed.
   B. Your teeth are old.

3. Are my teeth decayed?
   *A. Yes, you need a filling.
   B. Yes, you need a cleaning.

4. When should I brush my teeth?
   A. At 7:00
   *B. After meals.

5. Do I need a filling out of porcelain ?
   *A. No, the tooth is in the back.
   B. No, it costs $20.00.

6. I would like to make a deposit of $20.00.
   A. Good, it costs $10.00
   *B. Good, and how would you like to pay the rest?

7. I don't like toothaches.
   A. Good, then don't brush your teeth.
   *B. Good, then brush your teeth every day.

8. How long will the treatment take?
   A. We will need $50.00 for it.
   *B. We will need three visits for it.

9. Why are you X-raying the tooth.
   *A. I can't see it very well.
   B. The deposit is too much.

10. My fillings are out of gold.
   *A. Are they expensive?
   B. Are they out of silver?

HOSPITALITY AND RECREATION LISTENING COMPREHENSION TEST

Directions: You will hear a series of statements or questions followed by two possible rejoinders - A and B. You will determine which is the most appropriate rejoinder and write the corresponding letter on your answer sheet.

In The Restaurant

1. Sind die Menüs hier teuer?
   A. Ja, wir haben die gern.
   B. Nein, sie sind billig.

2. Was möchten Sie trinken?
   A. Ich möchte Wein.
   B. Ich möchte Hähnchen.

3. Wie ist das Essen hier?
   A. Es schmeckt sehr gut.
   B. Es ist sehr gemütlich hier.

4. Wohin setzen wir uns?
   A. Hier ist ein Tisch.
   B. Hier ist ein Löffel.

5. Hier ist die Rechnung.
   A. Gut, wir möchten bestellen.
   B. Gut, wir möchten zahlen.

6. Haben Sie Hunger?
   A. Nein, ich brauche eine Speisekarte.
   B. Nein, ich bin satt.

7. Gefällt Ihnen dieses Restaurant?
   A. Ja, das Essen hier schmeckt.
   B. Ja, jeden Tag.

8. Möchten Sie eine Tasse Kaffee?
   A. Ja, und ich brauche auch eine Untertasse.

9. Empfehlen Sie die Tagessuppe?
   A. Ja, alle Menüs finde ich gut.
   B. Ja, sie ist prima.

10. Warum brauchen Sie ein Messer?
    A. Ich esse Fleisch.
    B. Ich esse Suppe.

HOSPITALITY AND RECREATION LISTENING COMPREHENSION TEST

Directions: You will hear a series of statements or questions followed by two possible rejoinders - A and B. You will determine which is the most appropriate rejoinder and write the corresponding letter on your answer sheet.

In The Restaurant

1. Are the dinners here expensive?
   A. Yes, we like them
   *B. No, they are inexpensive.

2. What would you like to drink?
   *A. I would like wine.
   B. I would like chicken.

3. How is the food here?
   *A. It tastes very good
   B. It is very pleasant here.

4. Where shall we sit?
   *A. Here is a table.
   B. Here is a spoon.

5. Here is the bill.
   A. Good, we would like to order.
   *B. Good, we would like to pay.

6. Are you hungry?
   A. No, I need a menu.
   *B. No, I am full.

7. Do you like this restaurant?
   *A. Yes, the food here is good.
   B. Yes, every day.

8. Would you like a cup of coffee?
   *A. Yes, and I need a saucer too.
   B. Yes, and I need a plate too.

9. Do you recommend the soup of the day?
   A. Yes, all the dinners look good.
   *B. Yes, it is wonderful.

10. Why do you need a knife?
   *A. I am eating meat.
   B. I am eating soup.

HOSPITALITY AND RECREATION LISTENING COMPREHENSION TEST

Directions: You will hear a series of statements or questions followed by two possible rejoinders - A and B. You will determine which is the most appropriate rejoinder and write the corresponding letter on your answer sheet.

In The Hotel

1. Bekommen wir Vollpension?
   A. Nein, wir haben keine Zimmer.
   B. Nein, wir haben kein Restaurant.

2. Wie lange bleiben Sie?
   A. Wir bleiben im Zimmer.
   B. Wir bleiben zwei Tage.

3. Ist das Zimmer teuer?
   A. Nein, es kostet nur 15,00 DM pro Tag.
   B. Ja, es ist oben.

4. Wir sind gerade angekommen.
   A. Brauchen Sie ein Zimmer?
   B. Brauchen Sie noch etwas?

5. Hat Ihr Zimmer einen schönen Anblick?
   A. Nein, wir haben kein Fenster.
   B. Ja, wir haben einen Fernseher.

6. Darf ich Ihnen helfen?
   A. Ja, ich habe einen Schlüssel.
   B. Ja, ich habe zwei Koffer.

7. Wo ist der Empfangschef
   A. Da an dem Aufzug.
   B. Da, an dem Anmeldungstisch.

8. Der Gepäckträger ist sehr gut.
   A. Ja, geben Sie ihm ein Trinkgeld.
   B. Ja, geben Sie ihm einen Schlüssel.

9. Was unterschreiben ich für das Zimmer?
   A. Unterschreiben Sie den Meldezettel.
   B. Unterschreiben Sie an dem Anmeldungstisch.

10. Wie sind Sie nach unten gekommen?
   A. Ich habe den Gepäckträger gefragt.
   B. Ich bin mit Dem Aufzug gefahren.

HOSPITALITY AND RECREATION LISTENING COMPREHENSION TEST

Directions: You will hear a series of statements or questions followed by two possible rejoinders - A and B. You will determine which is the most appropriate rejoinder and write the corresponding letter on your answer sheet.

In The Hotel

1. Are the meals included?
   A. No, we have no rooms.
   *B. No, we have no restaurant.

2. How long will you be with us?
   A. We will be in the room
   *B. We will be here two days.

3. Is the room expensive?
   *A. No, it costs only $15.00 per day.
   B. Yes, it is upstairs.

4. We have just arrived.
   *A. Do you need a room?
   B. Do you need anything more?

5. Does your room have a good view?
   *A. No, we have no window.
   B. Yes, we have a television.

6. May I help you?
   A. Yes, I have a key.
   *B. Yes, I have two suitcases.

7. Where is the clerk?
   A. There at the elevator
   *B. There at the desk.

8. The bellhop is very good.
   *A. Yes, give him a tip.
   B. Yes, give him a key.

9. What do I sign for the room?
   *A. Sign the registration form.
   B. Sign at the desk.

10. How did you get downstairs?
   A. I asked the bellhop.
   *B. I used the elevator.

MARKETING AND DISTRIBUTION LISTENING COMPREHENSION TEST

Directions: You will hear a brief dialogue. Decide whether the last response is appropriate or inappropriate. Indicate your answer as follows: A-appropriate, B-inappropriate.

In The Bank

1. Kassierer: Wie kann ich Ihnen helfen?

   Frau B: Danke gut, und Ihnen?

2. Bankangestellte: Was ist Ihre Kontonummer?
   Frau B: Ich weiss nicht. Hier ist mein Kontoausweis.

3. Frau B. Ich möchte fünfundzwanzig Mark, bitte.
   Kassierer: Haben Sie ein Belegschein?

4. Frau B? Ich möchte etwas Kleingeld.
   Bankangestellte: Haben Sie einen Tagesauszug?

5. Bankangestellte: Hier ich Ihr Belegschein.
   Frau B: Danke, wo unterschreibe ich?

6. Bankangestellte: Gehen Sie bitte an die Kasse.
   Frau B: Ja, ich habe ein Konto.

7. Frau A: Wo haben Sie Ihr Geld?
   Frau B: In der Bank, natürlich.

8. Frau B: Was tue ich mit dem Belegschein?
   Bankangestellte: Nehmen Sie es an die Kasse.

9. Frau A: Sie haben eine Stelle bei der Bank?
   Frau B: Ja, ich bin Kassierer.

10. Frau B: Darf ich Geld abheben? Ich habe hier kein Konto.
    Bankangestellte: Natürlich, wie viel möchten Sie abheben?

MARKETING AND DISTRIBUTION LISTENING COMPREHENSION TEST

Directions: You will hear a brief dialogue. Decide whether the last response is appropriate or inappropriate. Indicate your answer as follows: A-appropriate, B-inappropriate.

In The Bank

1. Teller: How can I help you?
   Mrs. B: Fine Thank you. And you? (B)

2. Clerk: What is your account number
   Mrs. B: I don't know. Here is my account ID card. (A)

3. Mrs. B: I would like $25.00
   Teller: Do you have a voucher? (A)

4. Mrs. B: I would like some change.
   Clerk: Do you have a daily statement? (B)

5. Clerk: Here is your voucher.
   Mrs. B: Thank you, where do I sign? (A)

6. Clerk: Please go to the teller counter.
   Mrs. B: Yes, I have an account. (B)

7. Mrs. A: Where do you keep your money?
   Mrs. B: In the bank naturally. (A)

8. Mrs. B: What do I do with the voucher?
   Clerk: Take it to the teller. (A)

9. Mrs. A: You work at the bank?
   Mrs. B: Yes, I'm a teller. (A)

10. Mrs. B: May I withdraw money? I have no account here.
    Clerk: Of course, how much would you like to withdraw? (B)

MARKETING AND DISTRIBUTION LISTENING COMPREHENSION TEST

Directions: You will hear a brief dialogue. Decide whether the last response is appropriate or inappropriate. Indicate your answer as follows: A-appropriate, B-inappropriate.

In The Department Store

1. Verkäuferin: Welche Farbe möchten Sie?
   Frau B: Ich möchte eine Bluse.

2. Herr B: Gehen wir in die Kosmetikabteilung!
   Frau B: Ja, ich brauche einen Lippenstift.

3. Frau B: Wenn die Bluse nicht passt, darf ich Rückzahlung bekommen?
   Verkäuferin: Ja, wir geben Ihnen eine Rückzahlung oder einen Umtausch.

4. Verkäuferin: Diese Bluse kostet DM30,00.
   Frau B: Haben Sie eine Kleinere Grösse?

5. Herr B: Nehmen Sie einen Reisescheck?
   Verkäuferin: Ja, er ist so gut wie Bargeld.

6. Frau B: Warum kaufst du Sonnencreme?
   Herr B: Mein Haar ist schmutzig.

7. Herr B: Diese Bluse kostet nur DM5,00.
   Frau B: Das war ein guter Einkauf.

8. Frau B: Diese Bluse passt nicht.
   Verkäuferin: Welche Grösse brauchen Sie?

9. Frau B: Welche Farbe hast du am liebsten?
   Herr B: Ich habe blau am liebsten.

10. Susanna: Hallo Johann, was kaufst du?
    Johann: Ich kaufe Nagellack für meine Schwester

MARKETING AND DISTRIBUTION LISTENING COMPREHENSION TEST

Directions: You will hear a brief dialogue. Decide whether the last response is appropriate or inappropriate. Indicate your answer as follows: A-appropriate, B-inappropriate.

In The Department Store

1. Clerk: What color would you like?
   Mrs. B: I would like a blouse. (B)

2. Mr. B: Let's go to the cosmetics department
   Mrs. B: Yes, I need a lipstick (A)

3. Mrs. B; If the blouse doesn' fit, may I get a refund?
   Clerk: Yes we will give you a refund or exchange it. (A)

4. Clerk: This blouse costs $30.00.
   Mrs. B: Do you have one in a smaller size? (B)

5. Mr. B: Will you take a traveler's check?
   Clerk: Yes, it is as good as cash. (A)

6. Mrs. B: Why are you buying suntan lotion?
   Mr. B: My hair is dirty. (B)

7. Mr. B: This blouse cost just $5.00.
   Mrs. B: That was a bargain. (A)

8. Mrs. B: This blouse does not fit.
   Clerk: What size do you need? (A)

9. Mrs. B: What color do you prefer?
   Mr. B: I prefer blue. (A)

10. Susan: Hello John, what are you buying?
    John: I am buying nail polish for my sister. (A)

APPENDIX C

CAREER EXPLORATION FORM

CAREER EXPLORATION FORM

Using the information provided in your booklet and/or information in your classroom or library, complete the following questions concerning an occupation you have chosen from this career unit.

OCCUPATION RESEARCHED _____

1. Check the correct answer or answers.

   The occupation you have chosen requires:

   _____ a high school diploma

   _____ a college diploma

   _____ apprenticeship

   _____ union membership

   _____ trade school training

   _____ no special training

   _____ practical experience

   _____ physical strength

   _____ a license or certification

2. The occupation you have chosen requires approximately how much training time?

3. What are some personal characteristics required for this job?

4. List 5 duties involved in your chosen occupation.

   a. d.
   b. e.
   c.

5. What determines your chances for advancement?

6. What is the average pay for your job? What are your fringe benefits?

7. What are average working conditions for your occupation? (eg. working with individuals, working outdoors, etc.)

8. What are two locations of employment for your occupation?

   a. b.

9. List one local employer in your job field.

APPENDIX D

RESOURCES

RESOURCES

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Films:

STUDENT CAREER UNITS

GERMAN I-IV

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I. INTRODUCTION

In past decades students have been told that foreign languages are of use only to college-bound students. This is no longer true.

Many non-professional jobs in this country offer an opportunity for--and often require the use of--a second language. In addition, the world market is open to professional and non-professional people from the United States to fill gaps in other countries. This offers opportunities for work and travel to those who could never afford leisure travel alone. One requirement, however, is that employees have an active knowledge of the foreign language.

These Student Career Units have been developed to combine the learning of foreign language skills and Career Education concepts in order to offer students an interesting way of becoming acquainted with available career choices and to make this language course more relevant to the students.

II. DESCRIPTION OF STUDENT UNITS

This module is composed of five Student Career Units, written in English-German. Each of the units follows a similar format but is related to one of the five occupational clusters listed below:

--Business and Office
--Communications and Media
--Health and Related Occupations
--Hospitality and Recreation
--Marketing and Distribution

The units consist of two main sections, the "Learning Activity Package," which is designed to provide the student with basic skills in the target

language relative to the occupational cluster unit being studied, and the "Career Research Package," which provides occupational information and activities to assist the student in exploring the career of his/her choice. Basically, they contain the following information and activities, with directions for completing the packages:

Learning Activity Package

--List of Occupations
--Vocabulary List with English Equivalents
--Multiple Choice Vocabulary Quiz in Target Language
--Skit
--Supplementary Vocabulary
--Supplementary Activities
--Listening Comprehension Test Answer Sheet

Career Research Package

--Information on Selected Occupations
--Career Exploration Form

III. OBJECTIVES OF STUDENT UNITS

The following student objectives are developed in each of the five Student Career Units, with very little variation:

The student will -

--Demonstrate knowledge of the occupationally-related vocabulary and unit contents by completing a written and listening comprehension test.
--Interpret and/or complete any assigned forms, charts, etc., related to the career units being studied.
--Participate in the production of skits by either acting, directing, filming, designing props, etc.
--Compose a short skit based on provided conversation stimuli related to the career units.
--Utilize the "Help Wanted" ads in provided foreign language newspapers to identify job offers related to the career units being studied. (Optional)
--Select an occupation to explore and utilize the provided information to complete the Career Exploration Form for each of the five units.

The student will be evaluated on an objective, percentage basis or a

subjective, satisfactory/unsatisfactory basis, depending on the nature of the activity.

THE REMAINDER OF THIS MODULE CONSISTS OF THE FIVE STUDENT CAREER UNITS AND THE DIRECTIONS AND MATERIALS REQUIRED TO COMPLETE THEM.

STUDENT CAREER UNIT I

BUSINESS AND OFFICE LEARNING ACTIVITY PACKAGE

BUSINESS AND OFFICE

OCCUPATIONS

--Bookkeeping Clerk
--Bookkeeping Machine Operator
--Office Boy/Office Girl/Messenger
--Receptionist
--Secretary - der Sekretär, die Sekretärin
--Stenographer - der Stenotypist, die Stenotypistin
--Typist - der Maschinenschreiber, die Maschinenschreiberin

VOCABULARY LIST FOR THE "JOB INTERVIEW"

Directions:

The following vocabulary items are related to business and office occupations and the "Job Interview." Study the vocabulary items, and when you feel that you have learned them, take the short quiz on page 14. You must score at least 80% to pass, so be certain you know the words before attempting the quiz.

name	der Name (n)
appointment	die Verabredung (en)
interview	das Interview (s)
interested (I am interested in)	ich interessiere mich für (regular)
secretary	die Sekretärin
position	die Stelle (n)
advertise	anzeigen (regular)
information form	der Personalbogen
to fill out	ausfüllen
completed	here: Ausgefüllt
desk	der Schreibtisch (e)
correct (it is correct)	es stimmt
temporary	here: nicht fest
typing	das Maschineschreiben, das Tippen
shorthand	das Kurzschrift
skill	das Kenntnis
training	die Ausbildung (en)
attend	here: besuchen (regular)
occupational school	die Berufschule (n)
practical working experience	das Praktikum
reference	die Empfehlung (en)
speaking knowledge	das Sprachkenntnis (se)

foreign language	die Fremdsprache
reading knowledge	das Lesekenntnis
language test	die Sprachprüfung (en)
duty	die Aufgabe (en)
business	das Geschäft (e)
firm	die Firma (Firmen)
to do business with	handeln mit (regular)
order form	der Bestellzettel (n)
billing form	die Rechnung (en)
pay (a salary)	der Lohn
office	here: das Geschäftszimmer, das Büro

VOCABULARY QUIZ ON "THE JOB INTERVIEW"

Directions:

You will read a series of incomplete sentences. Each sentence is followed by three choices A, B, and C. You are to decide which of these choices most appropriately completes the sentence and circle the letter which corresponds to your choice.

1. Sie lernt Kurzschrift in einer _____.
   A. Schreibtisch
   B. Sprachprüfung
   C. Berufschule

2. Wenn Sie Amerikaner sind, dann ist deutsch eine _____.
   A. Land
   B. Kurzschrift
   C. Fremdsprache

3. Die Information auf diesem Formular _____.
   A. stimmt
   B. füllt aus
   C. zeigt an

4. Natürlich kann die Sekretärin _____.
   A. besuchen
   B. tippen
   C. anzeigen

5. Die Sekretärin machte ihr _____ bei dieser Firma.
   A. Praktikum
   B. Empfehlung
   C. Stelle

6. Bevor dem Interview, müssen Sie einen _____ ausfüllen.
   A. Ausbildung
   B. Personalbogen
   C. Berufschule

7. Wir handeln mit dieser _____.
   A. Stelle
   B. Fremdsprache
   C. Firma

8. Ihr Schreibtisch ist in dem _____.
   A. Geschäftszimmer
   B. Firma
   C. Berufschule

9. Meine _____ ist um 3.00Uhr.
   A. Stelle
   B. Empfehlung
   C. Verabredung

10. Welche Berufschule werden Sie _____?
    A. anzeigen
    B. besuchen
    C. ausfüllen

THE JOB INTERVIEW — DAS INTERVIEW

Directions: Read and Understand the Following Skit.

CHARACTERS	STAGE DIRECTIONS	DIALOGUE (GERMAN)	DIALOGUE (ENGLISH)
Miss Clay Mr. Wood The Secretary PROPS: Desk for Secretary Writing Desk Desk for Mr. Wood Information Form Pen	Miss Clay enters the office and goes up to the secretary's desk.	Fräulein Lehm: Guten Tag. Ich heisse, Fräulein Lehm. Ich habe früher angerufen und habe eine Verabredung machen lassen. Ich interessiere mich für die Stelle, die Sie in der Zeitung angezeigt haben.	Miss Clay: Hello, My name is Miss Clay. I called earlier and made an appointment for an interview. I am interested in the secretarial position that you advertised in the newspaper.
	Secretary hands Miss Clay a form.	Sekretärin: Ja, Fräulein Lehm, Bitte, Füllen Sie diesen Personalbogen aus. Herr Holz wird bald mit Ihnen sprechen. Sie können den Schreibtisch am Fenster gebrauchen.	Secretary: Yes, Miss Clay. Please fill out this information form. Mr. Wood will see you in a few minutes. You may use the desk by the window.
		Fraulein Lehm: Danke.	Miss Clay: Thank you.
	Miss Clay goes over to desk, sits down and begins filling out form. Camera fades and comes back as she finishes the form. She brings the form to the secretary.	Fraulein Lehm: Hier ist das ausgefüllte Formular. Die Information stimmt, aber die Adresse ist nicht fest.	Miss Clay: Here is the completed form. The information is correct, but the address is temporary.
		Sek.: Danke, Herr Holz spricht mit Ihnen jetzt. Gehen Sie durch die Tür da, bitte!	Secretary: Thank you. Mr. Wood will see you now. Go through that door, please.

CHARACTERS	STAGE DIRECTIONS	DIALOGUE (GERMAN)	DIALOGUE (ENGLISH)
		Herr Holz: Fräulein Lehm, bitte, kommen Sie herein und setzen Sie sich hin.	Mr. Wood: Miss Clay, please come in. Sit down, please. (Pause)
	Miss Clay sits down.		
		Herr Holz: Wir suchen jemand mit maschine-schreiben und Kurzschrift-kenntnis, Fräulein Lehm, können Sie das?	Mr. Wood: We are looking for a person with typing and shorthand skills, Miss Clay, have you had training in these areas?
		Fraulein Lehm: Jawohl Herr Holz. Ich besuchte die Kieler Berufschule und machte mein Praktikum bei Hands Buchhandlung.	Miss Clay: Yes, Mr. Wood. I attended the Kiel occupational school and had my practical working experience with Hand's Bookstore.
		Herr Holz: Ja, Ich sehe, Sie haben uns eine Emefehlung von Herrn Hand geschickt. Sie wissen auch, wir verlangen ein Sprachkenntnis einer Fremdsprache und Lesekenntnis einer zweiten Sprache. Welche Sprachen können Sie?	Mr. Wood: Yes, I see you sent us a reference from Mr. Hand. You know, also, that we require a speaking knowledge of one foreign language and a reading knowledge of another foreign language. What languages do you know?
		Fraulein Lehm: Ich kann English und Italienish.	Miss Clay: I have a reading knowledge of English and a speaking knowledge of Italian.

CHARACTERS	STAGE DIRECTIONS	DIALOGUE (GERMAN)	DIALOGUE (ENGLISH)
		Herr Holz: Sehr gut. Genau das suchen wir. Wir geben Ihnen heute eine kurze Sprachprüfung. Wenn Sie die Prüfung bestehen, bekommen Sie bestimmt die Stelle.	Mr. Wood: Very good. That's just what we are looking for. We will ask you to take a short language test before you leave today. If you do well on the test, I'm sure you will get the job.
		Fräulein Lehm: Vielen Dank. Ich möchte also wissen, was die Aufgaben dieser Stelle sind.	Miss Clay: Thank you very much. I would like to know then what the duties of this job are.
		Herr Holz: Tippen Briefe an Firmen, mit denen wir handeln. Sie werden auch Bestellzetten und Rechnungen ausfüllen. Es gibt natürlich andere Sachen, aber diese sind die Hauptaufgaben. Sie interessieren sich wahrscheinlich auch an den Lohn.	Mr. Wood: You will be typing letters to business firms that we do business with and completing order forms and billing forms. Of course, there are other things involved. But these are the main duties. You are probably interested in the pay too.
		Fräulein Lehm: Ja, natürlich.	Miss Clay: Yes, of course.
		Herr Holz: Am Anfang, bekommen Sie 7,50DM pro Stunde, und Sie arbeiten vierzig Stunden in der Woche. Das Büro ist von 8.00 bis 17.00 täglich geöffnet.	Mr. Wood: At first you will receive $3.00 per hour, and you will be working 40 hours a week. The office opens at 8:00 and closes at 5:00.

CHARACTERS	STATE DIRECTIONS	DIALOGUE (GERMAN)	DIALOGUE (ENGLISH)
		Fräulein Lehm: Vielen Dank für Ihre Zeit und Ihre Information. Nur noch eine Frage. Wo schreibe ich die Sprachprüfung?	Miss Clay: Thank you very much for your time and information. Just one more question. Where do I take the language test?
		Herr Holz: Fragen Sie die Sekretärin im nächsten Geschäftszimmer!	Mr. Wood: Just ask the secretary in the other office.
		Fräulein Lehm: Danke. Auf Wiedersehen!	Miss Clay: Thank you. Goodbye
		Herr Holz: Auf Wiedersehen!	Mr. Wood: Goodbye.

SUPPLEMENTARY ACTIVITIES FOR BUSINESS AND OFFICE:

1. Using the vocabulary that you have learned, look in a German newspaper for a job advertisement that interests you.

2. Write a letter of application and resume' for a chosen job.

3. Complete the following application form. (On next two pages)

4. Compose your own job interview based on the job advertisement you selected and be prepared to act out one of the roles.

PERSONALBOGEN

A. PERSONALIEN

Vor- und Zuname (Rufname bitte unterstreichen): _____

(für Frauen) Mädchenname: _____

Geburtsdatum: _____ Geburtsort: _____

b) Bei Minderjährigen: Name und Vorname des Vaters oder gesetzl. Vertreters: _____

Anzahl Kinder: _____ Geburtsdaten: _____

Wohnort: _____

Strasse, Hausnummer: _____

Zur Untermiete bei: _____

Telefonnummer: _____ (Falls Sie nicht selbst Anschlussinhaber sind, bitte die Nummer in Klammern setzen!)

Staatsangehörigkeit: _____

Wer soll im Notfall benachrichtigt werden: _____

B. SCHUL- UND BERUFSAUSBILDUNG

Schule	Schulzeit von	bis	bis Klasse

Kurzschrift, Silben pro Minute: _____

Maschinenschreiben, Anschläge pro Minute: _____

Sonstige besondere Fähigkeiten und Kenntnisse:
(z.B. Fremdsprachen in Wort und Schrift):

_____

_____

Führerschein (Klasse und Datum): _____

C. BERUFLICHE TATIGKEIT

Bitte die Zeit vom Ende der Lehr-oder Schulzeit bis heute angeben:

von	bis	Firma/Branche	Beschreibung der Tätigkeit

D. SONSTIGES

Sind Sie gesund?:_____

Sind Sie bereit, sich vom Betriebsarzt untersuchen zu lassen?:_____

Mitglied welcher Krankenkasse?:_____

Bank- oder Sparkassenkonte:_____

Ich versichere, dass die Angaben der Wahrheit entsprechen.

_____ _____

Unterschrift Ort/Datum

ANSWER SHEET

BUSINESS AND OFFICE LISTENING COMPREHENSION TEST

Directions:

The teacher will read a series of statements or questions followed by two possible rejoinders - A and B. The student must determine which is the most appropriate rejoinder and write the corresponding letter on this answer sheet.

The Job Interview

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

STUDENT CAREER UNIT I

BUSINESS AND OFFICE CAREER RESEARCH PACKAGE

BUSINESS AND OFFICE CAREER RESEARCH PACKAGE

Directions:

The selected Business and Office occupations listed at the beginning of this unit are briefly described on the following pages.

1. Select one occupation that is of interest to you.

2. Using the information provided on that occupation, complete the Career Exploration Form on page 35.

3. Familiarize yourself with the information.

4. Without your Career Exploration Form, complete the quiz on page 37 with 80% accuracy.

5. To check your answers, use your Career Exploration Form.

INFORMATION ON SELECTED OCCUPATIONS

BOOKKEEPING CLERK

Usual Duties:

A bookkeeping clerk posts figures in ledgers and journals; posts and helps compute wages and other costs. May operate a posting, adding or other office machine. May assist in making up the payroll and do other clerical tasks; i.e., filing, mailing statements and making bank deposits. Frequently prepares copies of permanent records, such as customers' invoices.

Qualifications:

Commercial high school or business school training is desirable. One may complete about six months of on-the-job training. Usually must have at least a high school education with courses in mathematics, bookkeeping, typing or business machine operating being an essential. Must be able to work rapidly and accurately as well as neatly. Good eyesight is needed to record bookkeeping data.

Characteristics Of Job:

Opportunities are always available for both men and women with commercial, state or government firms in any community. Work is usually a five-day week with a 40 hour week. Work is performed indoors in pleasant surroundings.

Finding The Job:

Apply at the personnel office of any local retail or wholesale firm, bank, insurance co., manufacturing firm, government agency or large business enterprise. Read the "help-wanted" columns in the daily newspapers. Visit your local Civil Service Commission or your local post office and ask for information.

Write to:

Bureau of Educational Assistance Programs
Division of Vocational and Technical Education
U. S. Office of Education
Washington, D. C. 20202

The National Association and Council of Business Schools
1518 K Street, N. W.
Washington, D. C. 20005

BOOKKEEPING-MACHINE OPERATOR

Usual Duties:

The bookkeeping-machine operator keeps financial records with the use of an electric bookkeeping machine with a keyboard. Then checks own work to make sure there are no errors on the machine-computed figures. Prepares and copies permanent records. May also perform other clerical work and operate other office machines.

Qualifications:

A six month on-the-job training course must be successfully completed to qualify for the position of bookkeeping machine operator. Must have at least a high school education. Courses in bookkeeping, business math., typing and operation of office machines are indispensable. Must be accurate, neat and must be able to work rapidly. Good eyesight is needed in order to feed small numbers into the machine.

Employment Opportunities:

There are many thousands of jobs available in this area. These jobs are to be found in all communities in all parts of the country and in foreign countries where the U. S. has large business enterprises. This type of work is available to both men and women. Training may be available through your local State Employment Service office under the Manpower Development and Training Act.

Finding The Job:

Same as for bookkeeper.

OFFICE BOY, OFFICE GIRL OR MESSENGER

Usual Duties:

The office boy, office girl or messenger collects, seals, sorts, stamps, and mails or delivers messages. May be required to operate a vehicle in connection with work. May also need to obtain receipts, keep records, answer telephones, operate simple office machines and do some filing.

Qualifications:

Must receive a few days of on-the-job training to become an office boy, office girl, or messenger. Usually must have a high school education. Courses in business math, office machines, or any subjects related to clerical work are most important. In many cases must be at least 18 in order to operate a car and must have a valid driver's license. One must be physically able to stand or walk for long periods of time. A good sense of hearing is required in order to successfully understand messages. Must be friendly, neat, tactful, patient, and otherwise prepared to deal with the public.

Employment Opportunities:

Thousands of jobs are available in almost all communities throughout the country. Students may obtain part-time or weekend work with any large business enterprise. This type of work is available to both women and men and training is available through your local State Employment Service Office under the Manpower Development and Training Act.

Finding The Job:

Apply directly at the personnel office of any local business firm, bank, radio and television broadcasting station, department store, or government agency. Check your daily newspaper ads or register at your local State Employment Service Office.

RECEPTIONIST

Usual Duties:

The receptionist receives clients, customers and visitors; makes a record of their name and other information; answers routine questions and gives other information. May also make appointments, operate the switchboard, answer the telephone, type and collect and give out messages.

Qualifications:

About three months on-the-job training are required for this position. One must have at least a high school education. Courses in typing, filing, bookkeeping, PBX switchboard operator and English grammar are very useful. Must be neat and be able to operate the fingers swiftly. Must be friendly, courteous and pleasant to deal successfully with the public.

Employment Opportunities:

There are thousands of openings in this field in all parts of the country. Good chances of finding employment will be in offices, private or government, large business firms, doctors' offices, hotels or hospitals. Training is available through your local State Employment Service Office under the Manpower Development and Training Act.

Finding The Job:

Apply directly at the personnel office of any large corporation, business office, government agency, or hospital. Read the daily newspaper ads, or register at your local State Employment Agency.

Write to:

United Business Schools Association
1518 K Street, N. W.
Washington, D. C. (20005)

SECRETARY

Usual Duties:

The secretary gives information to callers, schedules appointments, takes dictation and otherwise helps to run an office efficiently. Attaches appropriate file to correspondence to be answered by employer, and reads and routes incoming mail. May take dictation from a dictaphone or in shorthand. In addition, performs other routine duties such as answering the telephone, scheduling appointments, greeting visitors and introducing clients to employer or appropriate person.

Qualifications:

A few months on-the-job training must be completed to become a secretary. At least a high school education is required with courses in business English, math, shorthand, typing, bookkeeping and business machine operations most valuable for advancement. A foreign language may be very useful, especially in work overseas or with a governmental agency. Must be able to work rapidly and have good eyesight and hearing. Must be pleasant, accurate, neat and be able to meet the public well.

Employment Opportunities:

There are always thousands of job openings in this field. Jobs are usually found in any large cosmopolitan or industrial area. Positions are open to both women and men and the work is always done in pleasant indoor surroundings. Training is available through your local State Employment Service Office under the Manpower Development and Training Act.

Finding The Job:

Apply directly at the personnel office of any insurance company, bank, local manufacturing firm, hospital, educational institution, insurance agency or government agency. Read the daily want ads in local newspapers.

For more information, write to:

Same as for typist.

STENOGRAPHER

Usual Duties:

The stenographer takes, in shorthand, the dictation of reports, correspondence, legal documents or other material, transcribes them and types them. A variety of routine duties may also be performed by the stenographer; ie., compiling records, operating the switchboard, filing, answering the telephone, preparing receipts and mailing correspondence.

Qualifications:

Must complete a few months of on-the-job training. At least a high school education is required, with courses in mathematics, typing, shorthand, business practice, business English and operation of business machines. A foreign language is very valuable for work with governmental agencies and in foreign countries. In some cases a Civil Service test is required.

Employment Opportunities:

Thousands of jobs are always available in this field. Jobs are found in all communities and countries, but are more available in large industrial centers, or areas where business enterprises are operating. Governmental agencies on all levels are always looking for good typists. Training for this kind of work is available through your local State Employment Service under the Manpower Development Act.

Finding The Job:

Apply directly at the personnel office of any local insurance firm, educational organization, hospital, department store, business firm or government agency. Read the daily want ads of the local newspapers.

For more information, write:

Bureau of Educational Assistance Programs
Division of Vocational and Technical Education
U. S. Office of Education
Washington, D. C. 20202

United Business Schools Association
1518 K Street, N. W.
Washington, D. C. 20005

TYPIST

Usual Duties:

The typist types business forms, letters, envelopes and stencils from dictation, rough drafts, dictaphone machine or other sources. May also do other clerical work such as filing, running the duplicating machine, or answering the phone.

Qualifications:

To be a typist, one must usually complete a few weeks of on-the-job training. A high school education is preferred and courses in business English, typing, bookkeeping, office practice or shorthand are very valuable. Must have good eyesight and be able to work rapidly. Good hearing is necessary if one is to work from a dictating machine. Neatness and a pleasant personality enhance the opportunity for obtaining the position. A foreign language is vital for overseas work, which usually pays a great deal more than local positions.

Employment Opportunities:

There is always a great demand for typists. Work is indoors, usually in pleasant surroundings and may be found in any community in the world. Jobs are available during the weekends, summers or after school hours for students who must work while attending college or other institution of higher learning. Most typists are women, but many males are now coming into the field. Training is available through your local State Employment Service under the Manpower Development and Training Act.

Finding The Job:

Apply directly at the personnel office of any large business firm, government agency, institution or educational institution. Read the "help wanted" columns of the daily newspapers. Visit the local office of the Civil Service Commission or your local post office and ask for information.

Write to:

United Business Schools Associations
1518 K Street, N. W.
Washington, D. C. (20005

CAREER EXPLORATION FORM

Using the information provided in this booklet and/or information in
classroom or library, complete the following questions concerning the
pation you have chosen from this career unit.

OCCUPATION RESEARCHED_____

1. Check the correct answer or answers.

   The occupation you have chosen requires

   _____ a high school diploma

   _____ a college diploma

   _____ apprenticeship

   _____ union membership

   _____ trade school training

   _____ no special training

   _____ practical experience

   _____ physical strength

   _____ a license or certification

2. The occupation you have chosen requires approximately how much tr
   ing time?

3. What are some personal characteristics required for this job?

4. List 5 duties involved in your chosen occupation.
   a. d.
   b. e.
   c.

5. What determines your chances for advancement?

6. What is the average pay for your job? What are your fringe benef

7. What are average working conditions for your occupation (working
   individuals, working outdoors, etc.)

8. What are two locations of employment for your occupation?
   a. b.

9. List one local employer in your job field.

CAREER EXPLORATION QUIZ

Directions: Complete this quiz with 80% accuracy. To check your answers, use the Career Exploration Form you filled out on the occupation you chose.

1. Name of occupation. _____

2. List two duties required of this occupation.

   a. _____

   b. _____

3. List two or more educational requirements for the occupation.

   a. _____

   b. _____

4. List any special physical requirements below.

   a. _____

   b. _____

5. List at least two sources of information for "finding the job" you have chosen.

   a. _____

   b. _____

STUDENT CAREER UNIT II

COMMUNICATIONS AND MEDIA LEARNING ACTIVITY PACKAGE

COMMUNICATIONS AND MEDIA

OCCUPATIONS

Communications:

—Postal Carrier - der Briefträger (-)
—Postal Clerk - der Postbeamte
—Telephone Installer - der Telefoneinrichter
—Telephone Operator - die Telefonistin

Media:

—Journalist - der Journalist (en)
—Offset Pressman - der Drucker
—Radio and TV Repairman - der Radio und Fernsehermeckaniker
—Reporter - der Reporter (-)

VOCABULARY LIST FOR "NEWSMEDIA"

Directions:

The following vocabulary items are related to "newsmedia" occupations. Study the vocabulary items, and when you feel that you have learned them, take the short quiz on page 43. You must score at least 80% to pass, so be certain you know the words before attempting the quiz.

reporter	der Reporter (-)
news	die Nachricht (en)
interview	das Interview (interviewen)
question (noun)	die Frage (n)
answer	antworten, beantworten
nation	das Land ("-er)
editor	der Redakteur
radio	das Radio (s)
television	der Fernseher
newspaper	die Zeitung (en)
foreign correspondent	der Auslandskorrespondent (en)
report (verb)	berichten
opinion	die Meinung (en)
situation	der Zustand ("e)
international	international
camera	die Kamera (s)
microphone	das Mikrophon
American	der Amerikaner
economic	ökonomisch
viewer	Der Beschauer (-)
important issue	die aktuelle Frage (n)
fact	die Tatsache (n)

VOCABULARY QUIZ ON "NEWSMEDIA"

Directions:

You will read a series of incomplete sentences. Each sentence is followed by three choices A, B, and C. You are to decide which of these choices most appropriately completes the sentence and circle the letter which corresponds to your choice.

1. Wir kaufen eine Zeitung, um die _____ zu lesen.
   A. Nachrichten
   B. Fragen
   C. Beschauer

2. Man macht eine Photo mit einer _____.
   A. Radio
   B. Schriftleiter
   C. Kamera

3. Ich antworte seine _____.
   A. Frage
   B. Meinung
   C. berichten

4. Spanien, Frankreich, und Deutschland sind _____.
   A. Auslandskorrespondenten
   B. Zustände
   C. Länder

5. Auf dem Fernseher spricht man mit einem _____.
   A. Radio
   B. Mikrophon
   C. Zeitung

6. Möchten Sie meine _____ über den Zustand?
   A. Frage
   B. Meinung
   C. Interview

7. Ich berichte internationale Nachricht für die Zeitung. Ich bin der _____.
   A. Auslandskorrespondent
   B. Schriftleiter
   C. Beschauer

8. Leute aus allen Ländern wohnen in New York. Sie ist eine _____ Stadt.
   A. internationale
   B. ökonomische
   C. Interview

9. Unsere Zeitung berichtet nur die _____.
   A. Beschauer
   B. Tatsachen
   C. Fragen

10. Wir müssen über Deutschland _____.
    A. interviewen
    B. antworten
    C. berichten

THE INTERVIEW -- DAS INTERVIEW

Directions: Read and Understand the Following Skit.

CHARACTERS	STAGE DIRECTIONS	DIALOGUE (GERMAN)	DIALOGUE (ENGLISH)
Reporter Mr. Harris Both dressed in shirt and ties and suit. Others to walk by **PROPS:** Microphone Slide of City Sign "The New Day Show" in target language. Sign with credits in target language	Close up of sign and music and then fade out and return to reporter. Reporter approaches Mr. Harris.	**Reporter:** Guten Morgen. Hier ist Karl Müller und die Show ist "Der neue Tag." Ich berichte heute aus der internationalen deutschen Stadt—Berlin. Ich bin jetzt auf der Strasse. Wie Sie wissen, wir versuchen mit Leuten aus vielen Länder zu sprechen, um Sie die Meinungen anderen über aktuelle Fragen zu benachrichtigen. Ach, da ist einer schon. **Reporter:** Entschuldigen Sie mir, bitte würden Sie ein Paar Fragen für unsere Beschauer beantworten? **Herr Harris:** Ja, ich antworte einige Fragen, aber ich darf nicht lange bleiben. **Reporter:** Ich merke eine Akzent. Sind Sie Amerikaner? Warum sind Sie nach Berlin gekommen?	**Reporter:** Good Morning. I am Charles Miller and this is the "New Day Show." I am reporting to you today from the streets of that international Germany, city -- Berlin. As you know, we try to interview people of many professions and from many nations, to let you viewers know others' opinions about important issues. Ah, here's someone now. **Reporter:** Excuse me sir, would you please answer a few questions for our viewers? **Mr. Harris:** Yes, I will answer a few questions, but I cannot stay long. **Reporter:** I notice an accent. Are you an American? What brings you to Berlin?

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CHARACTERS	STAGE DIRECTIONS	DIALOGUE (GERMAN)	DIALOGUE (ENGLISH)
		Herr Harris: Ja, ich bin Amerikaner, aber ich besuche Berlin sehr oft. Ich bin Auslandskorrespondent bei einer amerikanischen Zeitung.	Mr. Harris: Yes, I'm an American, but I visit Berlin quite frequently. I am a foreign correspondent for an American newspaper
		Reporter: Was für ein Glück! Sie haben also sicherlich eine Meinung über den heutigen ökonomischen Zustand der Welt.	Reporter: That's luck for us. I'm sure you have an opinion then about the present economic situation in the world.
		Sehen Sie bitte auf die Kamera zu!	(Addressing only Mr. Harris:) Look at the camera, please.
		Herr Harris: Ich sage Ihnen gern meine Meinung. Beim Artikelschreiben muss ich aufpassen, dass ich nicht meine Meinung sondern nur die Tatsachen berichten. Ich meine wir haben das Problem, denn wir alle sind so selbstsüchtig. Wir alle wollen mehr als wir haben, auch wenn wir schon vieles haben.	Mr. Harris: I will enjoy giving you my opinion. In my writing I must be very careful not to include my opinion, but only to report the news as it happens. I believe we have this problem because we are all so selfish. We all want more than we have, no matter how much we have.

CHARACTERS	STAGE DIRECTIONS	DIALOGUE (GERMAN)	DIALOGUE (ENGLISH)
		Reporter: Vielen Dank. Sie geben uns bestimmt etwas nachzudenken.	Reporter: Thank you very much sir. You have given us all something to think about.
	Mr. Harris leaves. Reporter turns to face camera, and the camera focuses in on his face.	Reporter: Also, wir haben heute keine Zeit mehr. Aber, gedenken Sie, heute ist ein neuer Tag. Geniessen Sie ihn! Aufwiedersehen!	Reporter: Well, viewers, that's all we have time for today. Remember today is a new day. Live it like one! Until next time!
	Another shot of the title. Then another sign with credits and a return to title sign. (music)		

SUPPLEMENTARY VOCABULARY FOR NEWSMEDIA

political	politisch
column	die Zeitungsrubrik
policy	die Politik
channel	das Program
public	öffentlich (das Publikum)
listeners	der Zuhörer (-)
readers	der Leser (-)
local	örtlich (However: local government: Stadtsregierung)
ecology	die Ekologie
mayor	der Bürgermeister
plans	der Plan (¨e)
pollution	die Verpestung
preserve	bewahren
provide	sich anschaffen
natural	natürlich
park	der Park (die Parkanlage (s) (n)
area	das Gebiet (e)
attitude	die Haltung (en)
spend	ausgeben (gibt aus, gab aus, hat ausgegeben)
money	das Geld
in favor of a person or thing	für einen/etwas sein
community	die Gegend (e)
taxes	die Steuer (n)
necessary	nötig
unnecessary	unnötig

SUPPLEMENTARY ACTIVITIES FOR NEWSMEDIA

1. Write your own interview using the following stimulus.

   The reporter is interviewing the Mayor on the issue of ecology. He wants to know what the Mayor thinks about and plans to do about pollution of lakes and rivers in the area, preserving trees, and providing natural park areas. The mayor has a positive attitude about ecology but doesn't want to spend much money on it.

   Reporter: Guten Tag Herr Burgermeister! Ich danke Ihnen, dass Sie heute mit mir uber die Ekologie sprechen.

   Mayor:

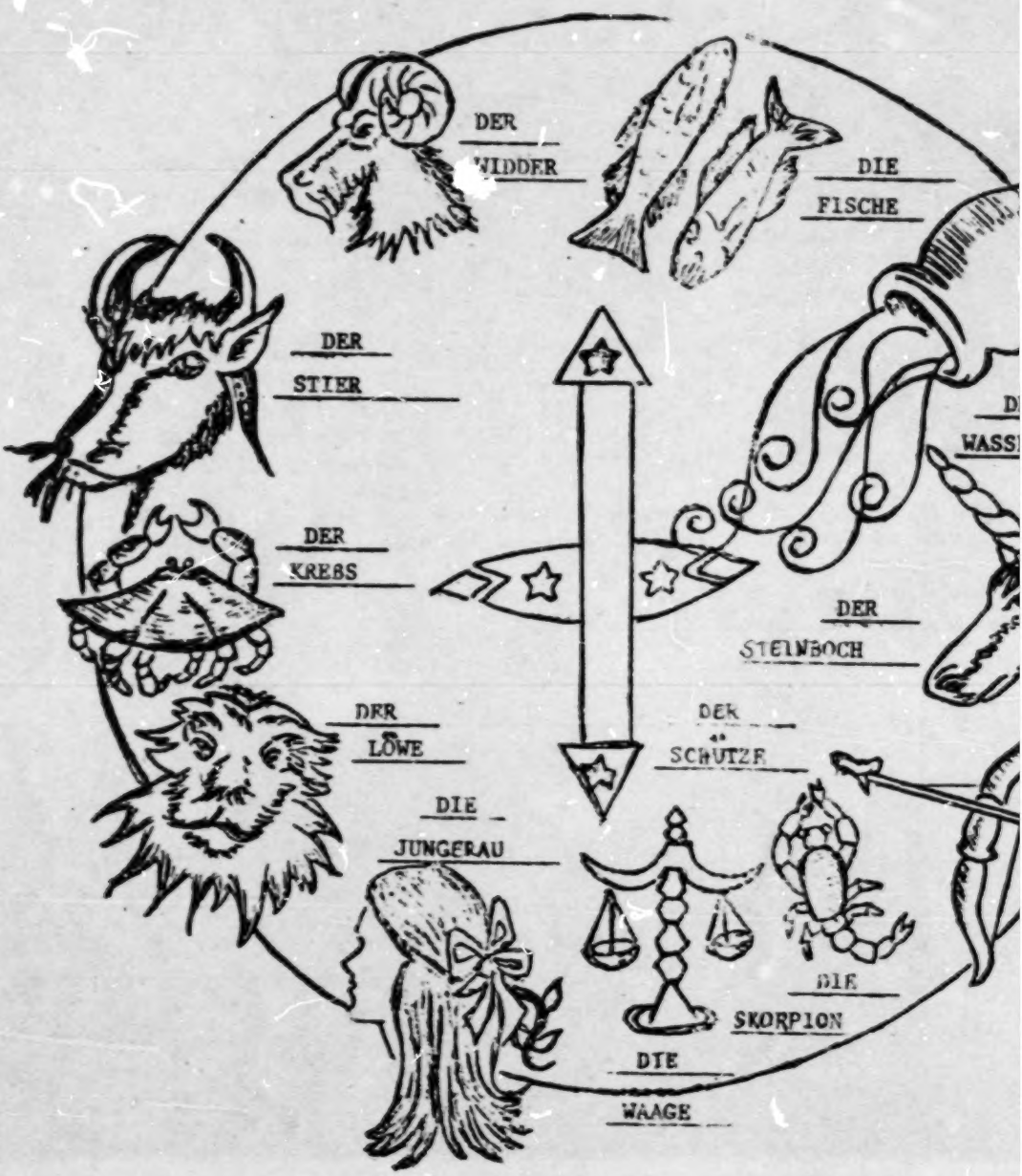
2. Write a newspaper article using the information in the preceding stimulus.

3. Plan and record an actual interview with a German-speaking person in the area. The interview should be in German.

4. Read an article from a German newspaper or magazine and give a summary of it with editorial remarks. (Advanced classes only)

5. Using the diagram on the next page, write a daily horoscope as it may appear in your local newspaper.

D I E T I E R K R E I S



ANSWER SHEET

COMMUNICATIONS AND MEDIA LISTENING COMPREHENSION TEST

Directions:

The teacher will read a series of statements or questions followed by two possible rejoinders - A and B. The student must determine which is the most appropriate rejoinder and write the corresponding letter on this answer sheet.

The Newsmedia

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

VOCABULARY LIST FOR "IN THE POST OFFICE"

Directions:

The following vocabulary items are related to communications and media and "In the Post Office." Study the vocabulary items, and when you feel that you have learned them, take the short quiz on page 53. You must score at least 80% to pass, so be certain you know the words before attempting the quiz.

telephone	das Telefon (e)
pay phone	das Münztelefon (e)
long distance call	das Ferngespräch (e)
operator	das Telefonfräulein (-)
phone number	die Telefonnummer (n)
area code	die Vorwahlnummer (n)
connection	die Verbindung (en)
to connect	verbinden (verbindet, verband, hat verbunden)
post office	die Post
postal clerk	der Postbeamte
stamp	die Briefmarke (n)
letter	der Brief (e)
address	die Adresse (n)
airmail	die Luftpost
moment	der Augenblick (e)
to call	anrufen (ruft an, rief an, hat angerufen)
phone booth	die Telefonzelle

VOCABULARY QUIZ FOR COMMUNICATIONS - TELEPHONE AND MAIL

Directions:

You will read a series of incomplete sentences. Each sentence is followed by three choices A, B, and C. You are to decide which of these choices most appropriately completes the sentence and circle the letter which corresponds to your choice.

In The Post Office

1. Ich möchte ihr einen Brief schicken, aber ich weiss ihre _____ nicht.
   A. Telefonnummer
   B. adresse
   C. Luftpost

2. Sie dürfen keinen Brief ohne _____ schicken.
   A. Verbindung
   B. Postbeamter
   C. Briefmarke

3. Ich brauche Geld um Tante Ella von einem _____ anzurufen.
   A. Münztelefon
   B. Vorwahlnummer
   C. Ferngespräch

4. Er braucht diesen Briefe bald. Ich möchte ihn mit _____ schicken.
   A. Briefmarke
   B. Augenblick
   C. Luftpost

5. Ich weiss seine Telefonnummer nicht. Ich muss das _____ fragen.
   A. Telefonfräulein
   B. Postbeamter
   C. Briefmarke

6. Meine Mutter wohnt in Köln, aber ich mochte sie anrufen. Ich muss ein _____ führen.
   A. Ferngespräch
   B. Verbindung
   C. Vorwahlnummer

7. Wenn Ihr Freund nicht in dieser Stadt wohnt, brauchen Sie seine _____.
   A. Telefon
   B. Vorwahlnummer
   C. Telefonfräulein

8. Er kauft seine Briefmarken von dem _____.
   A. Telefonfräulein
   B. Lusfpost
   C. Postbeamter

9. Wenn Sie anrufen möchten, müssen Sie in die _____ gehen.
   A. Post
   B. Telefonzelle
   C. Münztelefon

10. Ich bekomme jeden Tag drei _____.
   A. Briefe
   B. Briefmarken
   C. Adressen

IN THE POST OFFICE

Directions: Read and Understand the Following Skit.

CHARACTERS	STAGE DIRECTIONS	DIALOGUE (GERMAN)	DIALOGUE (ENGLISH)
John Postal Clerk (Uniform) Voice of Operator Two Other People in Line PROPS: Counter Letters Stamps Money Sign for Telephone Booths Which Reads Telephone No. 1.	John goes into the post office. He stands in line behind two other people. The line moves very quickly. The camera moves in on John and the postal clerk.	Johann: Ich möchte diese Briefe mit Luftpost schicken lassen. Wieviel kostet das? Postbeamter: Das kostet 90 pfennig pro Gram. Johann: Geben Sie mir also zwei neunziger, bitte! Postbeamter: Zwei neunziger. Das ist eine Mark achtzig. Ist das alles? Johann: Nein, ich möchte ein Ferngespräch führen. Postbeamter: Wissen Sie die Nummer? Johann: Nein, aber ich weiss die Adresse. Postbeamter: Nun gut. Gehen Sie in die erste Telefonzelle. Wenn es klingelt, nehmen Sie ab und Sagen Sie dem Telefonfräulein, wen Sie anrufen möchten.	John: I would like to send these letters by air mail. How much will that cost? Postal Clerk: That will cost $ .26 per ounce. John: Please give me two $ .26 stamps. Postal Clerk: Two $ .26 stamps. That will be $ .52. Will that be all? John: No, I would like to make a long distance call. Postal Clerk: Do you know the number? John: No, but I know the address. Postal Clerk: Alright. Go into booth number one. When the telephone rings, answer it and tell the operator whom you wish to call.

CHARACTERS	STAGE DIRECTIONS	DIALOGUE (GERMAN)	DIALOGUE (ENGLISH)
	John goes into booth marked No. 1. The telephone rings, and John answers.		
		Johann: Hallo!	John: Hello!
		Telefonfräulein: Welche Stadt möchten anrufen.	Operator: Where do you wish to call?
		Johann: Hamburg.	John: Hamburg.
		Fräulein: Und wen möchten Sie anrufen?	Operator: And whom do you wish to call?
		Johann: Herrn Heinrich Glas, Hauptstraase drei-zwo-eins-vier.	John: Mr. Henry Glass, at 3214 Mainstreet.
		Fräulein: Augenblick, bitte. Ich verbinde Sie. Die Nummer ist: Vorwahl-nummer drei-zwo-zwo-eins fünf-sechs-drei neun-vier-zwo.	Operator: One moment, please, and I will connect you. The number is: area code 3221-563-942.
		Johann: Vielen Dank.	John: Thank you very much.
	Pause		
		Fräulein: Ihre Verbindung!	Operator: Sir, your connection.

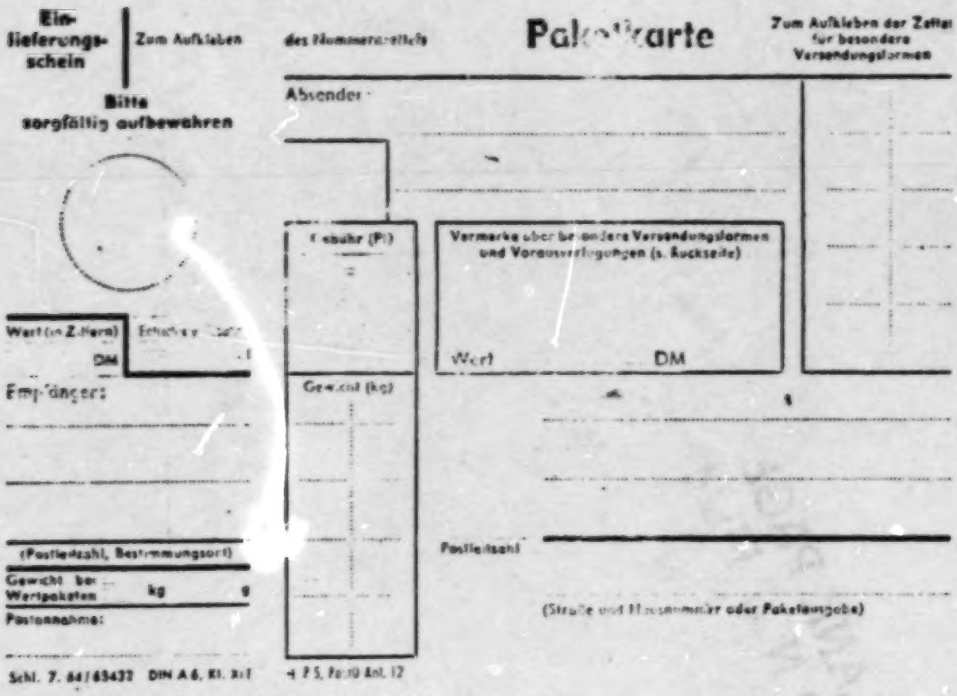
SUPPLEMENTARY VOCABULARY FOR COMMUNICATIONS - TELEPHONE AND MAIL

phone book	das Telefonbuch (¨er en)
mailbox	der Briefkasten (-)
postman	der Briefträger (-)
envelope	der Umschlag (¨e)
zip code	die Postleitzahl (en)
package	das Paket (e)
insure	versichern
weight	das Gewicht
mailing fee	die Gebühr (en)
value	der Wert
sender	der Absender
receiver	der Empfänger
telegram	das Telegramm
to dial (a telephone)	wählen
send	schicken
wrap	einwickeln
post office box	der Postfach
fill out	ausfüllen
form	der Zettel, das Schein
delivery	die Einlieferung

SUPPLEMENTARY ACTIVITIES ON COMMUNICATIONS - COMPLETING POSTAL FORMS

Read and study the following:

This is a card for information about a package being sent through the mail, similar to the one that Christine (see conversation stimulus) would have had to complete. It is called a Paketkarte. Using the words in the Supplementary Vocabulary, complete this form with the help of your teacher.



Wichtige Hinweise

Dem Paket ist eine Paketkarte beizugeben. Die zu 10 freigemachte gewöhnliche Pakete ohne Nachnahme an denselben Empfänger, die auch hinsichtlich der besonderen Versendungsformen übereinstimmen (z. B. alle als Schnellpakete), dürfen auf einer Paketkarte zusammengefaßt werden. Für Pakete mit Nachnahme sind besondere Nachnahmepaketkarten mit anhängender Zahlkarte zu verwenden.

Auf der Paketkarte ist in dem Raum »Vermerke über besondere Versendungsformen und Voraussetzungen« der Wert in Ziffern anzugeben. Gegebenenfalls sind hier auch Vermerke, wie »Schnellpaket«, »Mit Luftpost«, »Wenn unzustellbar, Meldung«, niederzuschreiben. Der Wert ist auf dem Einlieferungsschein zu wiederholen.

Für die Aufschrift des Paketes soll möglichst der amtliche Klebezettel verwendet werden. Paketkarten dürfen nicht als Paketaufschriften verwendet werden. Die Aufschrift des Paketes muß in allen Angaben (z. B. auch den besonderen Versendungsformen) mit der Paketkarte übereinstimmen. Wird neben der Paketgebühr keine besondere Wertgebühr entrichtet, so darf der Wert auf dem Paket nicht angegeben werden.

Die Postleitzahl ist auf dem Paket besonders groß und auffällig anzugeben.

Bitte in jedes Paket obenauf ein Doppel der Aufschrift legen.

Auslieferungsvermerk	**Sendung erhalten**
Nicht angetroffen	(Unterschrift)
Benachrichtigt	**Ausgeliefert an**
Verweigert	Empf · Ehegem. · PBev. · PEmpfB. · FamAngeh. Ang

In addition to providing services for mailing letters and packages and for making long distance calls, the German post office offers a telegram service and a banking and bill-payment service. Shown on the following pages are two common forms:

Form 1. This is a telegram form. If you wish to send a telegram from Germany you must complete this form. Using the words in the Supplementary Vocabulary, complete this form with the help of your teacher. (See next page for back of form.)

Telegramm _____ (Art)

Deutsche Bundespost

Verzögerungsvermerk

Kiel 1

(Bezeichnung der Aufgabe-TSt) (Aufgabe-Nr.) (Wortzahl) (Aufgabebeleg) (Uhrzeit)

Datum Uhrzeit

Empfangen

Platz Namenszeichen

Empfangen von

(Vom Absender auszufüllen)

Via _____ = _____ =

(Leitweg) (Gebührenpflichtige Dienstvermerke)

(Name des Empfängers)

(Straße, Hausnummer usw.)

(Bestimmungsort — Bestimmungs-TSt)

Datum Uhrzeit

Gesendet

Platz Namenszeichen

Leitvermerk

Wortgebühren _____ DM ____ Pf

Sonst. Gebühren _____ DM ____ Pf

Zusammen _____ DM ____ Pf

Angenommen _____

_____ Wörter geändert _____

_____ Wörter gestrichen _____

_____ Wörter hinzugesetzt

(Absenderangaben umseitig)

Hinweise des Annahmebeamten

(Ungenügende Anschrift, LT, usw.)

AUF DIENSTSCHLUSS HING-EWIESEN _____

Schl. 305 000 7. 68
DIN A 5, Kl. 29

+ C 183 a

Die Deutsche Bundespost übernimmt für den Telegraphendienst keine Gewähr und haftet für keinerlei Schäden, die z. B. durch Unterbrechung, Verlust, Verzögerung oder Fehler bei der Annahme, Übermittlung und Zustellung der Telegramme entstehen.

Bei der Aufgabe von Telegrammen ist folgendes zu beachten:

Gut leserlich schreiben, möglichst Blockschrift anwenden oder mit Schreibmaschine schreiben.

Den Empfänger in der Anschrift so genau bezeichnen, daß die Zustellung des Telegramms ohne weiteres möglich ist.

Straße und Hausnummer nicht vergessen.

Wenn die Nummer des Fernsprech- oder Fernschreibanschlusses in der Anschrift angegeben wird, kann das Telegramm schneller zugestellt werden.

Beispiele für Anschriften in Telegrammen:

Empfänger hat Fernsprechanschluß
= TF 71 11 87 = Hannemann Hamburg

Empfänger hat Telexanschluß
= TLX 323 647 = Huber München

Die Anschlußbezeichnungen sind in der Anschrift zwischen Doppelstriche zu setzen. Sie zählen ohne Rücksicht auf ihre Länge als 1 Gebührenwort.

Nachts zuzustellende Telegramme:

Hat das Bestimmungsamt Dienst,

so werden die nach 22 Uhr eingehenden Telegramme nur zugestellt, wenn sie in der Anschrift den Vermerk = nachts = oder = dringend = tragen.

Hat das Bestimmungsamt keinen Dienst mehr,

so kann das Telegramm nach einem anderen vom Absender zu bestimmenden Amt mit ununterbrochenem Dienst geleitet und von dort dem Empfänger durch Boten zugestellt werden.

Für diese Zustellung kann die Deutsche Bundespost aber keine Gewähr übernehmen.

Ich erkläre, daß der Text des umseitigen Briefteiegramms ganz in offener

..... Sprache abgefaßt ist.

.....
(Unterschrift des Absenders)

Absenderangaben (werden nicht mittelegraphiert)

Name des Absenders: ..... Wohnort: .....

Straße, Hausnr.: ..... Ortsnetz: ..... Rufnr.: .....

Verlangen Sie für Glückwunsch- und Beileidstelegramme besondere Schmuckblattausfertigung

Form 2. This is a postal money order. You may make this money order payable up to 1000 Marks. You would pay the money to the postal clerk and complete this form. The person you send the money to would then take the money order to his post office and sign the money order. He would then receive the sum of money you specified and paid at your post office. This form is called a Postanweisung. Using the words from the Supplementary Vocabulary, complete this form with the help of your teacher.

Absender:

Für Vermerke des Absenders:

Postanweisung

(Mit Schreibmaschine, Tinte oder Kugelschreiber deutlich ausfüllen)

..... DM ..... Pf

auf ..... DM ..... Pf (Markbetrag in Buchstaben wiederholen) Deutsche Mark

Absender:

an

Postscheck

(Straße und Hausnummer oder Postfach)

Postvermerk

Eingangs-Nr.

(Rechn.-no. Kassenzeichen, Fernsprechnummer)

(Einl.Nr. Namens d. Annehmers, Tag u. Monat)

Postannahme

(Einl.Nr. Anschreiben)

Einlieferungsschein

— Bitte sorgfältig aufbewahren —

(in Ziffern) Deutsche Mark Pf

für

Einlieferungsschein

(nicht zu Mitteilungen an den Empfänger benutzen)

Bedienen Sie sich
der Vorteile
eines eigenen Postscheckkontos!

Auskunft hierüber erteilt jedes Postamt

Gebühr für die Postanweisung:

(wird bei der Einlieferung bar erhoben)

bis 10 DM ... 60 Pf
„ 30 DM ... 80 „
„ 100 DM ... 1 DM
„ 500 DM ... 1 „ 40 Pf
„ 1000 DM ... 1 „ 80 „

(Höchstbetrag 1000 DM)

Umstehenden Betrag erhalten

(Unterschrift)

Auslieferungsvermerk

Nicht angetroffen

Benachrichtigt

Vorgelegt

Ausgezahlt an

Empf. - Ehem. - Pflegev. - Pflegesohn - Vater - Mutter - Sohn - Tochter

Vorname

CONVERSATION STIMULUS FOR COMMUNICATIONS - IN THE POST OFFICE

Using the Supplementary Vocabulary write your own conversation using the information in the conversation stimulus below:

Christine goes into the post office. She wishes to mail a package. The postal clerk wants to be certain that the package is wrapped correctly, that the address is correct and that Christine has used the zip code. Christing wants to insure the package and must know the value of the package and the weight.

Christine: Guten Tag! Ich möchte dieses Paket schicken.

ANSWER SHEET

COMMUNICATIONS AND MEDIA LISTENING COMPREHENSION TEST

Directions:

The teacher will read a series of statements or questions followed by two possible rejoinders - A and B. The student must determine which is the most appropriate rejoinder and write the corresponding letter on this answer sheet.

In The Post Office

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

STUDENT CAREER UNIT II

COMMUNICATIONS AND MEDIA CAREER RESEARCH PACKAGE

COMMUNICATIONS AND MEDIA CAREER RESEARCH PACKAGE

Directions:

The selected Communications and Media occupations listed at the beginning of this unit are briefly described on the following pages.

1. Select one occupation that is of interest to you.

2. Using the information provided on that occupation, complete the Career Exploration Form on page 79.

3. Familiarize yourself with the information.

4. Without your Career Exploration Form, complete the quiz on page 81 with 80% accuracy.

5. To check your answers, use your Career Exploration Form.

POSTAL CARRIER

Usual Duties:

The postal carrier delivers mail and parcel post and makes collections from mail boxes.

Qualifications:

A high school education is required and a civil service exam must be met. There is an 18 years of age minimum and often a drivers' license is required. Most of the positions available are for men. A post carrier must be physically fit to lift heavy mail sacks or walk long distances if his route is on foot.

Occupational Opportunities:

All communities need postal carriers, especially the fast expanding suburban areas. There are many opportunities for temporary jobs during the Christmas season. Preference is given to veterans.

Finding The Job:

Apply directly at your local post office.

POSTAL CLERK

Usual Duties:

The postal clerk sorts letter mail, parcel post, and paper mail. She/he fills and empties mail sacks, issues money orders, registers and insures mail, weighs and computes mailing costs. She/he sells U. S. savings stamps, and performs regular clerical duties.

Qualifications:

A high school education is required with courses in math, business practice and foreign languages being important for promotions, etc. There is a minimum age of 18 and a civil service exam must be passed. Most of the positions available are for men. A postal clerk must be physically fit to stand all day and to carry large and heavy mail sacks. Her/his eyesight must be good to read small print.

Occupational Opportunities:

All communities, cities, towns, etc., need postal clerks since there are post offices throughout the entire United States. The best opportunities are to be found in suburban areas that are expanding. There are many opportunities for part-time jobs during the Christmas season.

TELEPHONE INSTALLATION AND MAINTENANCE

Usual Duties:

Several entry jobs include men who solder and string lead and connecting wires, linemen, and cable splicer helpers. The telephone installer removes and places phones in homes and businesses. He climbs poles, attaches outside wires and connects telephone cable terminals. He then tests the phones to make sure that everything is working.

Qualifications:

High school education is required with courses in basic electricity, physics and math helpful but not required. Seven months of classroom and on-the-job training and aptitude tests are also required. One must be physically fit to climb and must be able to work rapidly and accurately with the hands.

Occupational Opportunities:

Jobs are found in nearly all communities and in many establishments. Best chances for finding jobs are with the various telephone companies and in large cities.

Finding The Job:

Apply directly in the personnel office of any large telephone company. Contact local union officials and read the ads in daily newspapers.

For further information write to:

Alliance of Independent Telephone Unions
Room 302
1422 Chestnut Street
Philadelphia, Pennsylvania 19102

International Brotherhood of Electrical Workers
1200 - 15th Street, N. W.
Washington, D. C. 20005

Communications Workers of America
1925 K Street, N. W.
Washington, D. C. 20005

TELEPHONE OPERATOR

Usual Duties:

The telephone operator operates a cordless or a cord switchboard to relay outgoing, incoming, or interoffice calls. She pushes switch keys to make connections and to relay calls on cordless switchboards. She plugs cords into jacks that are mounted on the switchboard or cord equipment. She may also supply information to callers, keep records of calls and toll charges. She may also perform clerical duties, such as typing, sorting mail and proofreading.

Qualifications:

A telephone operator must complete one to three weeks of on-the-job training. A high school education is necessary with courses in English, typing and business arithmetic. A foreign language is required for overseas operators. One must be able to work rapidly and accurately with fingers and hands when handling the plugs attached to the cords. Good vision with normal color vision is a necessity as is a good sense of hearing.

Occupational Opportunities:

There will be about 290,000 job opportunities for operators within the next five or six years. Jobs are found in nearly all communities, especially in the larger cities. Training is available under Manpower Development and Training Act.

Finding The Job:

Apply directly at the personnel office of the telephone company, large hotels, offices, telephone answering services establishments. Read the local want ads in the daily newspapers.

Write to:

Communications Workers of America
1925 K Street, N. W.
Washington, D. C. 20006

Alliance of Independent Telephone Unions
1422 Chestnut Street, Room 302
Philadelphia, Pennsylvania 19102

OFFSET PRESSMAN APPRENTICE

Usual Duties:

The offset pressman operates an offset printing press to print multi-color and single copy form lithographic plates. He sets the plate after cleaning it and locks into position the press. He fills the press with ink and adjusts the space between the blanket and impression cylinders. He regulates and controls the moisture delivery to the plate. He then examines the proof for errors and starts the press again.

Qualifications:

You must either complete an apprenticeship program that consists of four or five years of classroom instruction or on-the-job training or work informally on the job. You must be a high school graduate, at least 18 years of age and pass an aptitude test. You must be physically fit to stand for long periods of time and be able to work rapidly and accurately with your hands.

Occupational Opportunities:

Jobs are found in nearly all communities and in many organizations. Good chances for employment will be at commercial printing plants and newspapers in large cities. Preapprenticeship training is available through the Manpower Development and Training Act.

Finding The Job:

Apply directly at the personnel office of any printing plant or newspaper. Read the daily help wanted ads in the local newspapers or register at your local State Employment Service Office.

For more information write to:

Printing Industries of America, Inc.
20 Chevy Chase Circle, N. W.
Washington, D. C. 20015

Graphic Arts Technical Foundation
4615 Forbes Avenue
Pittsburgh, Pennsylvania 15213

Lithographers and Photoengravers International Union
233 West 49th Street
New York, New York 10036

RADIO AND TELEVISION REPAIRMAN

Usual Duties:

The radio and television repairman repairs television sets and radios at home or in the shop. He observes the sets, tests the tubes, and examines the chassis for broken or loose connections. After finding the cause of the trouble, he makes the necessary repairs and replaces any defective parts. When testing these devices he uses: oscilloscopes, voltmeters, or other electronic testing instruments.

Qualifications:

You must either learn the work informally by on-the-job training or complete an apprenticeship program of two or three years of classroom instruction and on-the-job training. To qualify for an apprenticeship program, you must have completed high school. Courses in electronics, math, physics, and drafting are very useful. You must take an aptitude test and in a number of cities and states you must have a license. You must be physically able to lift large objects and work in stoop, kneeling, or crouching positions.

Occupational Prospects:

Jobs are found in nearly all communities and establishments that sell and service radios or television receivers. Preapprenticeship training is available through the Manpower Development and Training Act.

Finding The Job:

Apply directly at the employment office of any large establishment that sells radios and television receivers. Apply at independent repair shops or manufacturing firms. Read the daily want ads in the local newspaper. Visit your local post office or the local office of the Civil Service Commission.

CAREER EXPLORATION FORM

Using the information provided in this booklet and/or information in your classroom or library, complete the following questions concerning the occupation you have chosen from this career unit.

OCCUPATION RESEARCHED_____

1. Check the correct answer or answers.

   The occupation you have chosen requires

   _____ a high school diploma

   _____ a college diploma

   _____ apprenticeship

   _____ union membership

   _____ trade school training

   _____ no special training

   _____ practical experience

   _____ physical strength

   _____ a license or certification

2. The occupation you have chosen requires approximately how much training time?

3. What are some personal characteristics required for this job?

4. List 5 duties involved in your chosen occupation.
   a. d.
   b. e.
   c.

5. What determines your chances for advancement?

6. What is the average pay for your job? What are your fringe benefits?

7. What are average working conditions for your occupation (working with individuals, working outdoors, etc.)

8. What are two locations of employment for your occupation?
   a. b.

9. List one local employer in your job field.

CAREER EXPLORATION QUIZ

Directions: Complete this quiz with 80% accuracy. To check your answers, use the "Career Exploration Form" you filled out on the occupation you chose.

1. Name of occupation. _____

2. List two duties required of this occupation.

   a. _____

   b. _____

3. List two or more educational requirements for the occupation.

   a. _____

   b. _____

4. List any special physical requirements below.

   a. _____

   b. _____

5. List at least two sources of information for "finding the job" you have chosen.

   a. _____

   b. _____

STUDENT CAREER UNIT III

HEALTH AND RELATED PROFESSIONS LEARNING ACTIVITY PACKAGE

HEALTH AND RELATED PROFESSIONS

OCCUPATIONS

—Dental Assistant - der Assistent (die) (in)
—Dentist - der Zahnarzt (¨e)
—Licensed Practical Nurse - die Krankenschwester (n)
—Medical Assistant - der Assistent (en)
—Medical-Laboratory Assistant - der Laborassistent
—Nurses Aid - der Krankenwärterin (nen)
—Optometrist - der Optiker (-)
—Orderly - der Krankenwärter (-)
—Physician - der Arzt, die Ärztin (¨e, nen)
—X-Ray Technician - der Röntgentecniker

VOCABULARY LIST FOR "AT THE HOSPITAL"

Directions:

The following vocabulary items are related to health and related professions occupations and "At the Hospital." Study the vocabulary items, and when you feel that you have learned them, take the short quiz on page 87 . You must score at least 80% to pass, so be certain you know the words before attempting the quiz.

address	die Adresse
name	der Name
age (How old are you?)	das Alter (Wie alt sind Sie?)
married	verheiratet
single	ledig
employer	der Arbeitsgeber
religion	die Religion
relative	der Verwandte
weight	das Gewicht
height (How tall are you?)	die Grösse (Wie gross sind Sie?)
accident	der Unfall
arm	der Arm
insurance company	die Krankenkasse
motorcycle	das Motorrad
policy	die Police

VOCABULARY QUIZ ON "AT THE HOSPITAL"

Directions:

You will read a series of incomplete sentences. Each sentence is followed by three choices: A, B, and C. You are to decide which of these choices best completes the statement and circle the letter which corresponds to your choice.

1. Die Krankenschwester bittet mich um meinen _____.
   A. Unfall
   B. Name
   C. Verwandte

2. Sie wollte auch meine _____ wissen.
   A. Adresse
   B. Motorrad
   C. Mutter

3. Ich gab meine _____ als 18 Jahre.
   A. Grösse
   B. Gewicht
   C. Alter

4. Mein Bruder ist mein _____.
   A. Verwandte
   B. Krankenkasse
   C. Police

5. Die Krankenschwester möchte wissen ob ich verheiratet oder _____ bin.
   A. Verwandte
   B. Arbeitsgeber
   C. ledig

6. Zur Zeit habe ich keinen _____.
   A. Gewicht
   B. Grösse
   C. Arbeitsgeber

7. Ich habe auch keine _____.
   A. Unfall
   B. Religion
   C. Alter

8. Mein _____ ist 118 Fund.
   A. Grösse
   B. Verwandte
   C. Gewicht

9. Meine _____ ist 1,60 Meter.
   A. Verwandte
   B. Police
   C. Grösse

10. Ich habe eine _____ bei der Krankenkasse.
    A. Unfall
    B. verheiratet
    C. Police

AT THE HOSPITAL — IN KRANKENHAUS

Directions: Read and Understand the Following Shit.

CHARACTERS	STAGE DIRECTIONS	DIALOGUE (GERMAN)	DIALOGUE (ENGLISH)
Nurse (in uniform), young or middle age woman, pleasant personality. Mother (in street clothes), middle-age, quite concerned. Adolescent Boy (torn clothes) PROPS: Desk Nurse's Uniform Admission Forms Pen Typewriter Signs		Krankenschwester: Guten Morgen! Mutter: Guten morgen! Dr. Weiss möchte, dass Sie meinen Sohn zulassen. Sohn: Ja, Ich habe den Arm in einem Verkehrsunfall mit meinem Motorrad gebrochen und ich habe auch Brustschmerzen. Krankenschwester: Ja, wir geben Ihnen sofort Zulassung. Wie heissen Sie? Sohn: Josef. Krankenschwester: Ihre Adresse? Sohn: Kolumbusstrasse neun-sieben-acht. Krankenschwester: Telephonnummer?	Nurse: Good morning. Mother: Good morning. Dr. White wants you to admit my son. Son: Yes, I broke my arm in a motorcycle accident and I have some chest pains. Nurse: Well, we'll admit you immediately. What's your name? Son: Joe Nurse: What is your address? Son: 978 Columbus Street. Nurse: Your telephone number?

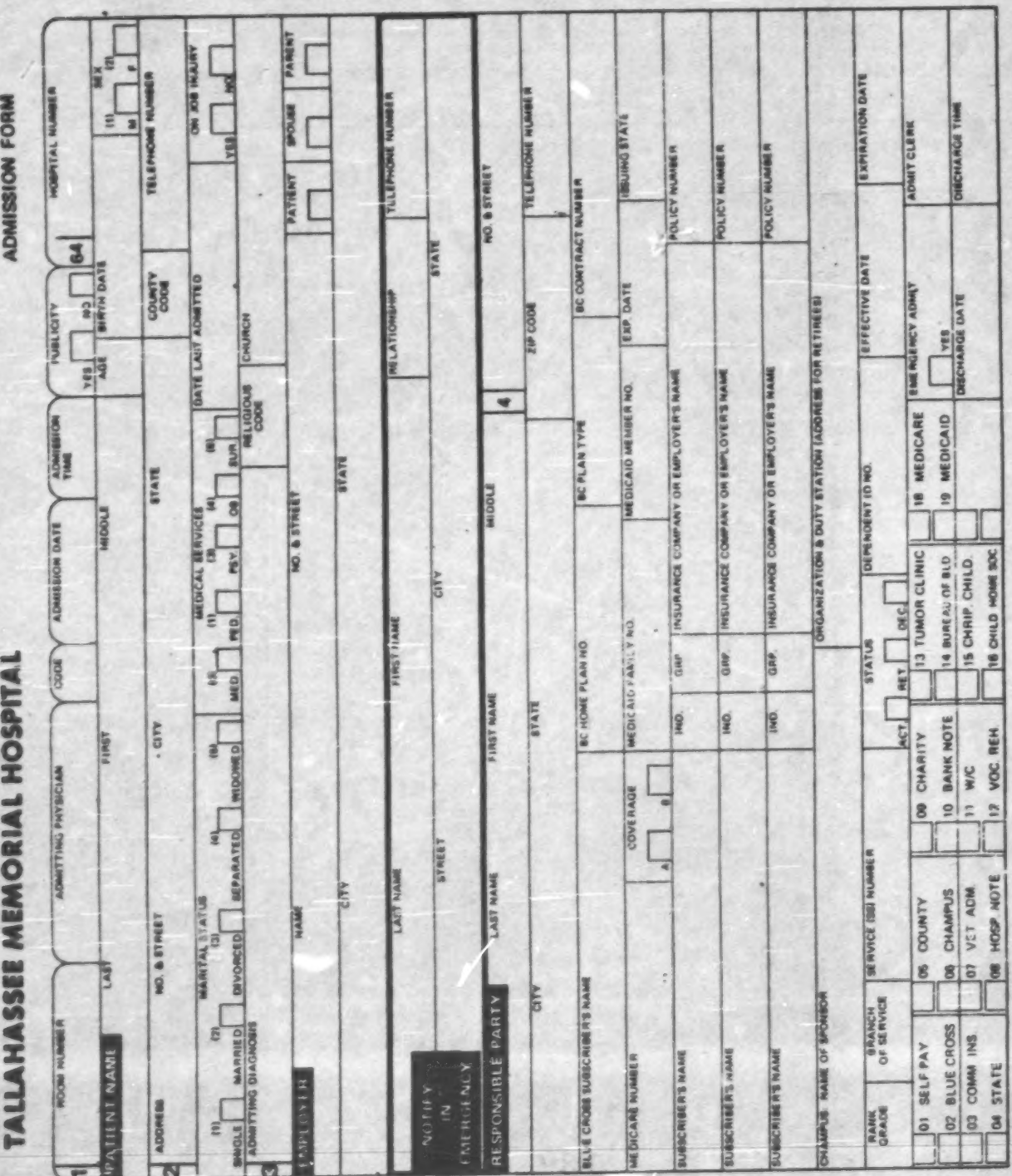
CHARACTERS	STAGE DIRECTIONS	DIALOGUE (GERMAN)	DIALOGUE (ENGLISH)
		Mutter: Zwo-drei-vier fünf-sechs-eins	Mother: 234-561
		Krankenschwester: Wie alt sind Sie?	Nurse: Your age?
		Sohn: Ich bin in November 17.	Son: 17 in November
		Krankenschwester: Geburtsort?	Nurse: Your place of birth?
		Sohn: West Berlin.	Son: West Berlin
		Krankenschwester: Welcher Krankenkassee sind Sie Mitglied?	Nurse: What is your insurance company?
		Mutter: Deutscher Gesundheit, Nr. fünf-zwo-sechs-vier-neun-null.	Mother: German Health, #526490.
		Krankenschwester: Ihre Religiona zugehörigkeit?	Nurse: Your religious preference?
			(fade away)

SUPPLEMENTARY VOCABULARY FOR "AT THE HOSPITAL"

Did you call?	Haben Sie geklingelt?
Turn over.	Bitte, drehen Sie um.
I'm going to take your temperature.	Ich messe Ihnen die Temperatur.
Do you feel better?	Fühlen Sie besser?
Are you in pain?	Haben Sie Schmerzen?
I am going to take your blood pressure.	Ich messe Ihnen den Blutdruck.
Let me feel your pulse.	Lassen Sie mich, bitte, den Puls fühlen.
I am going to give you an intravenous feeding.	
Are you sleepy?	Sind Sie schläfrig?
Are you hungry?	Haben Sie Hunger?
Are you thirsty?	Haben Sie Durst?
The doctor will be with you in a moment.	Der Artz kommt gleich.
Are you allergic to any medication?	Haben Sie eine Gegenwirkung gegen eine Medizin?
Have you ever had a blood transfusion?	Haben Sie je eine Blutübertragung gehabt?
I have an injection for you.	Ich habe eine Einspritzung für Sie.

SUPPLEMENTARY ACTIVITY FOR "AT THE HOSPITAL"

Complete the Hospital Admission Form for yourself or an imaginary patient with the help of your teacher.



CONVERSATION STIMULUS FOR "AT THE HOSPITAL"

Using the supplementary vocabulary and temperature chart on the following page, write your own conversation based on the following stimulus, or compose your own conversation.

Susan goes to the hospital to visit a friend. She asks the receptionist which room her friend is in. The receptionist informs her that her friend is not allowed to have visitors. Susan then asks the doctor for information about her friend.

Susan: "Guten Tag! Im welchen Zimmer ist Hans Vogt?"

Receptionist:

TEMPERATURES — (TEMPERATUREN)

Celsius (C)		Fahrenheit (F)	
100	=	212	Boiling point of water (Siedepunkt Wasser)
90	=	194	
70	=	158	Boiling point of alcohol (Siedepunkt Alkohol)
50	=	122	
45	=	113	
42	=	108	
40	=	105	Fever (Fieber)
37	=	100	
36.7	=	98	Body temperature of man (Körperwärme des Menschen
35	=	95	
30	=	86	
25	=	77	
20	=	68	
15	=	60	
10	=	50	
5	=	41	
0	=	32	Freezing point (Gefrierpunkt)
-5	=	23	
-10	=	14	
-15	=	5	
-17.8	=	0	
-20	=	-4	
-30	=	-22	
-40	=	-40	

Conversion Formulas:

Celsius ÷ 5 = (Fahrenheit - 32) ÷ 9 $\qquad C = \frac{5(F-32)}{9}$

(Fahrenheit - 32) ÷ 9 = Celsius ÷ 5 $\qquad F = \frac{9C}{5} + 32$

ANSWER SHEET

HEALTH AND RELATED PROFESSIONS LISTENING COMPREHENSION TEST

Directions:

The teacher will read a series of statements or questions followed by two possible rejoinders - A and B. The student must determine which is the most appropriate rejoinder and write the corresponding letter on this answer sheet.

At The Hospital

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

VOCABULARY LIST FOR "IN THE DENTIST'S OFFICE"

Directions:

The following vocabulary items are related to health and related professions/occupations and "In the Dentist's Office." Study the vocabulary items, and when you feel that you have learned them, take the short quiz on page 98 . You must score at least 80% to pass, so be certain you know the words before attempting the quiz.

teeth	der Zahn (¨e)
examined - to examine	untersuchen
pain	der Schmerz (en)
filling	die Zahnfüllung (en)
decayed (of teeth)	hohl
gold	das Gold
silver	der Silber
porcelain	das Porzellan
treatment	die Behandlung (en)
cleaning	die Reinigung (en)
deposit	die Anzahlung (en)
toothache	der Zahnschmerz (en)
brush	die Zahnbürste (n) - verb: (of teeth) putzen
dentist	der Zahnarzt (¨e)
problem, trouble	das Problem (e)

VOCABULARY QUIZ ON "IN THE DENTIST'S OFFICE"

Directions:

You will read a series of incomplete sentences. Each sentence is followed by three choices: A, B, and C. You are to decide which of these choices best completes the statement and circle the letter which corresponds to your choice.

1. Ich habe keinen Zahnschmerz. Ich gehe zweimal im Jahr zum _____.
   A. Zahnbürste
   B. Zahnarzt
   C. Zahnfüllung

2. Die _____ ist in fünf Wochen zu Ende.
   A. Behandlung
   B. Anzahlung
   C. Silber

3. Meine Zahnfüllungen sind aus _____.
   A. Gold
   B. Schmerz
   C. Zahnbürste

4. Ich brauche eine neue _____. Diese ist zu alt.
   A. Zahnarzt
   B. Reinigung
   C. Zahnbürste

5. Meine Schwesters Zähne sind _____ denn sie putzt sie nicht.
   A. Porzellan
   B. hohl
   C. Behandlung

6. Ich habe zwei Zahnfüllungen aus Gold und eine aus _____.
   A. Silber
   B. Anzahlung
   C. Zahnbürste

7. Der Zahnarzt sagt, ich habe drei _____.
   A. Zähne
   B. Zahnfüllungen
   C. Behandlungen

8. Meine Mutter leistet letzte Woche eine _____ von $10.00.
   A. Anzahlung
   B. Zahnbürste
   C. Behandlung

9. Mutti, Ruf den Zahnarzt an! Ich habe _____.
   A. Zahnfüllung
   B. Reinigung
   C. Zahnschmerz

10. Der Zahnarzt möchte wissen, was das _____ ist.
    A. Problem
    B. Anzahlung
    C. Behandlung

IN THE DENTIST'S OFFICE — BEIM ZAHNARZT

Directions: Read and Understand the Following Skit.

CHARACTERS	STAGE DIRECTIONS	DIALOGUE (GERMAN)	DIALOGUE (ENGLISH)
Dentist Mrs. Brown Mary		Frau Braun: Guten Morgen, Doktor. Ich mochte Maries Zähne untersuchen lassen.	Mrs. Brown: Good morning, Doctor. I would like to have Mary's teeth examined.
		Zahnarzt: Sehr gut, was ist das Problem?	Dentist: Very well, what seems to be the trouble?
	Mary points to tooth.	Marie: Ich habe hier Zahnschmerz Ich glaube, die Zahnfüllung ist nicht mehr da.	Mary: Well, I have a bad pain in this tooth. I think that I've lost a filling.
PROPS: Chair White Cloth Dentist's Smock		Zahnarzt: Dieser Zahn hier?	Dentist: This tooth?
		Marie: Ja, der hinten.	Mary: Yes, the one in back.
		Zahnarzt: Wie lange haben Sie diesen Zahnschmerz gehabt?	Dentist: Mmmmmmmm. How long have you had this pain?
		Marie: Zwei oder drei Tage.	Mary: Two or three days.
		Zahnarzt: Am besten, lassen wir den Zahn röntgen.	Dentist: I think it's best to take an X-ray.
		Frau Braun: Und wie viel kostet das?	Mrs. Brown: And how much will that cost?
		Zahnarzt: Es kostet zweiundvierzig Mark. Der Zahn ist hohl.	Dentist: It will cost you $42.00. The tooth seems badly decayed.

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CHARACTERS	STAGE DIRECTIONS	DIALOGUE (GERMAN)	DIALOGUE (ENGLISH)
		Frau Braun: Und wie lange dauert die Behandlung?	Mrs. Brown: And how long will it take to complete the treatments?
		Zahnarzt: Wir brauchen dafür, drei Konsultationen.	Dentist: At least 3 or 4 visits.
		Marie: Und ich glaube, die Zähne müssen gereinigt werden.	Mary: And I think that my teeth have to be cleaned.
		Zahnarzt: Das stimmt. Aber wir kümmern uns erst um den hohlen Zahn.	Dentist: That's true. But we'll take care of the bad tooth first.
		Zahnarzt: Was für Zahnfüllung möchten Sie? Gold, Silber, oder Porzellan?	Dentist: What type of filling would you like? Gold, silver or porcelain?
		Frau Braun: Welche ist am besten?	Mrs. Brown: The one you think best.
		Marie: Ich möchte eine Goldene!	Mary: I want a gold filling.
		Zahnarzt: Nein Marie. Der ist kein permanenter Zahn. Probieren wir lieber eine silberne Zahnfüllung.	Dentist: No, Mary. That's not a permanent tooth. Let's try a silver filling, instead.
		Marie: Naja. Aber, ich habe Gold gern.	Mary: Ohhhhh. Okay. But I like gold.

CHARACTERS	STAGE DIRECTIONS	DIALOGUE (GERMAN)	DIALOGUE (ENGLISH)
		Frau Braun: Doktor, muss ich heute das ganze bezahlen?	Mrs. Brown: Doctor, do I have to pay it all now?
		Zahnarzt: Nein, machen Sie eine Anzahlung von zwanzig Mark und zahlen Sie den Reste 5,DM pro Monat.	Dentist: No, you may make a deposit of $20.00 and pay the rest at $5.00 a month.
		Frau Braun: Das geht schon. Danke.	Mrs. Brown: I think that will be fine. Thank you, Doctor.
		Zahnarzt: Hier is eine Zahnbürste, Marie. Putzen Sie sich jeden Tag die Zähne.	Dentist: Here's a tooth brush, Mary. Brush your teeth well after every meal.
		Marie: Das tue ich gern. Ich habe Zahnschmerz nicht gern. Danke und Aufwiedersehen.	Mary: Yes, I will. I don't like to have a toothache. Coodbye and thank you.
		Zahnarzt: Wiedersehen bis nächste Woche.	Dentist: Goodbye, see you next week.
		Frau Braun: Aufwieder-sehen.	Mrs. Brown: Goodbye

ANSWER SHEET

HEALTH AND RELATED PROFESSIONS LISTENING COMPREHENSION TEST

Directions:

The teacher will read a series of statements or questions followed
possible rejoinders - A and B. The student must determine which is
most appropriate rejoinder and write the corresponding letter on th
answer sheet.

In The Dentist's Office

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

VOCABULARY LIST FOR "IN THE DOCTOR'S OFFICE"

Directions:

The following vocabulary items are related to "health and related" professions/occupations and "In the Doctor's Office." Study the vocabulary items, and when you feel that you have learned them, take the short quiz on page 108. You must score at least 80% to pass, so be certain you know the words before attempting the quiz.

problem	das Problem (e)
pain, ache	der Schmerz (e)
appetite	der Appetit
cough	der Husten
tongue	die Zunge (n)
tension	die Spannung (en)
nervous	nervös
thermometer	der thermometer (-)
dizziness (vertigo)	das Schwindelgefühl (e)
pulse	der Puls (e)
X-ray (to have an X-ray made)	(sich) röntgen lassen
chest	die Brust (¨e)
tired	müde
visit (consultation)	die Konsultation (en)
appointment	(here) ein Termin
pills	die Pille (n)
cough medicine	das Hustenmittel (n)
prescription	die Verschreibung (en)
nurse	die Krankenschwester (n)

VOCABULARY QUIZ ON "IN THE DOCTOR'S OFFICE"

Directions:

You will read a series of incomplete sentences. Each sentence is followed by three choices: A, B, and C. You are to decide which of these choices best completes the statement and circle the letter which corresponds to your choice.

1. Ich bin nicht hungrig. Ich habe keine _____.
   A. Zunge
   B. Appetit
   C. Hustenmittel

2. Der Arzt hat mir den _____ gemessen.
   A. Puls
   B. Spannung
   C. Husten

3. Meine Mutter liess sich ein _____ mit dem Arzt geben.
   A. Problem
   B. Verschreibung
   C. Termin

4. Er gab mir eine _____ gegen meinen Husten.
   A. Konsultation
   B. Schmerz
   C. Verschreibung

5. Mein Bruder hat Schmerzen in der _____.
   A. Brust
   B. Termin
   C. Puls

6. Er muss sich _____ lassen.
   A. röntgen
   B. nervös
   C. Husten

7. Seit dem Unfall bin ich sehr _____.
   A. nervös
   B. Appetit
   C. Schwindelgefühl

8. Der _____ zeigt 99°F.
   A. Puls
   B. Thermometer
   C. Verschreibung

9. Mein Vater arbeitet zu viel, er ist sehr _____.
   A. müde
   B. nervös
   C. Puls

10. Ich nehme jetzt diese _____ gegen Schmerzen.
    A. Hustenmittel
    B. Pillen
    C. Zungen

IN THE DOCTOR'S OFFICE — BEIM ARZT

Directions: Read and Understand the Following Skit.

CHARACTERS	STAGE DIRECTIONS	DIALOGUE (GERMAN)	DIALOGUE (ENGLISH)
Dr. Gray (middle-aged physician, graying at the temples, fine bedside manner) Miss Black (young working girl, slightly underweight, looking a bit under the weather) PROPS: Chair Long Table Sheet Thermometer Tongue Depressor Stethoscope		Arzt: Nun, wollen wir mal sehen! Was ist Ihr Problem, Fräulein Schwarz? Frl.: Na, Doktor, ich bin dauernd müde. Arzt: Schlafen Sie und essen Sie gut? Frl.: Nein, Ich habe keinen Appetit und ich leide oft unter Schlaflosigkeit. Arzt: Zeit ihrer letzen Konsultation haben Sie viel abgenommen. Frl.: Ja, ungefähr vier Kilo. Arzt: Mmmmm, Zeigen Sie mir bitte die Zunge! Sagen Sie aaa!	Doctor: Now, let's see? What is your problem, Miss Black? Miss: Well, Doctor, I am always tired. Doctor: Do you rest and eat well? Miss: No, my appetite is poor and I often have insomnia. Doctor: Have you lost much weight since your last visit (consultation)? Miss: Yes, about 8 lbs. Doctor: Mmmmmm, Let me see your tongue. Say "Aaaaaa."
	Doctor uses tongue depressor. Miss Black opens mouth and follows directions.		

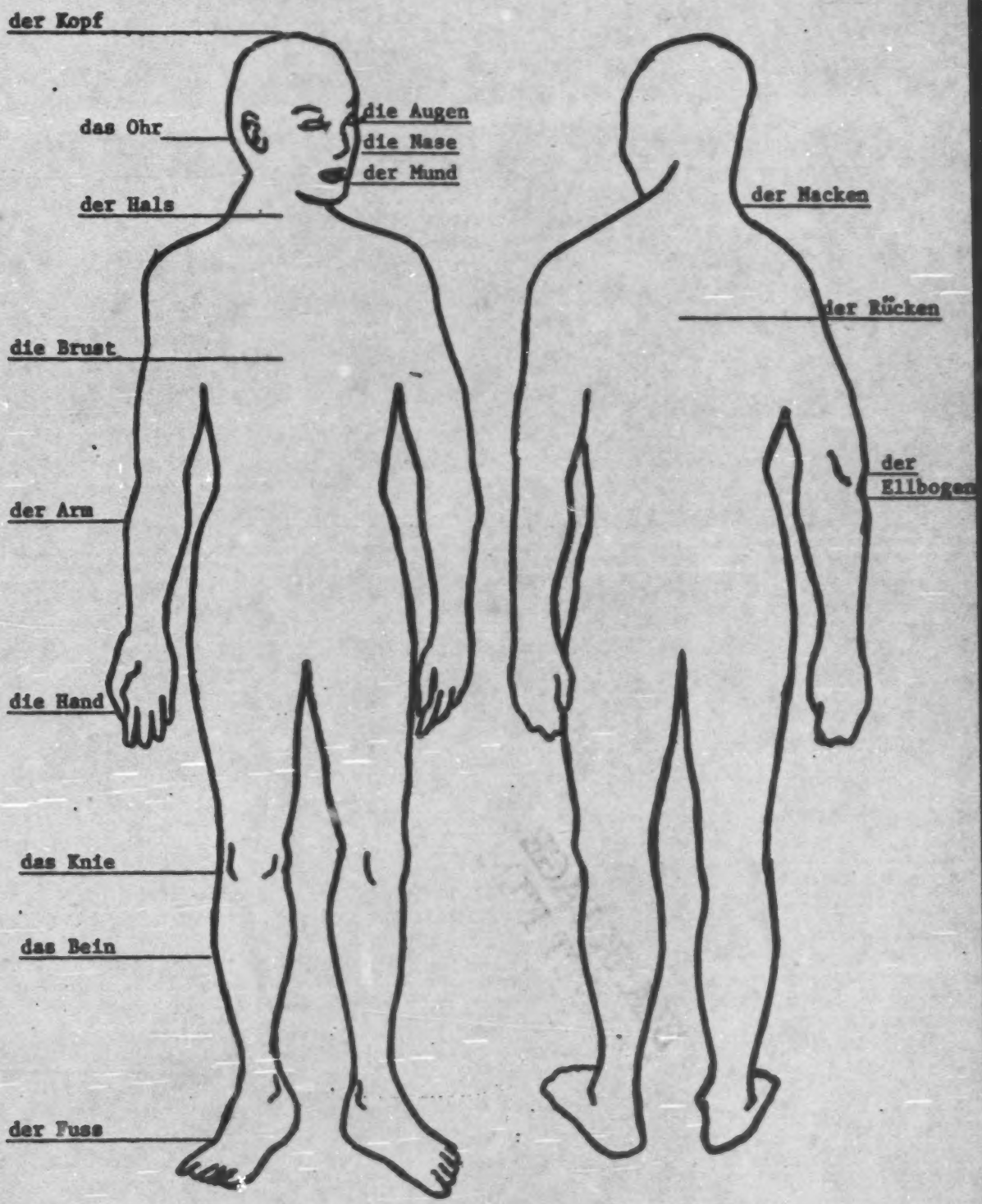
CHARACTERS	STAGE DIRECTIONS	DIALOGUE (GERMAN)	DIALOGUE (ENGLISH)
		Frl.: Aaaa. Ich habe auch Brustschmerzen, besonders Abends.	Miss: Aaaaaaaaa. I also have some chest pains, especially in the evening.
		Arzt: Fühlen Sie schwindelig bei den Schmerzen?	Doctor: Do you feel dizzy when you have these pains?
		Frl.: Nein, ich habe nur Schmerz und schwachen Husten.	Miss: No, just pain and maybe a slight cough.
		Arzt: Ich glaube, Ihr Problem ist Nerven-spannung. Aber, wir lassen sie röntgen, um sicher zu sein. Lassen sie die Krankenschwester Ihnen ein Termin geben.	Doctor: I think that your problem is tension--nervous tension. But we'll take some X-rays just to be sure. Make an appointment with my nurse.
		Frl.: Nun gut. Tausend Dank, Doktor.	Miss: Alright. Thank you very much, Doctor.
		Arzt: Bitte. Und ich verschreibe Ihnen Nervenpillen und einen Hustenmittel.	Doctor: You're welcome. And I'll write you a prescription for some nerve pills and some cough medicine.

SUPPLEMENTARY ACTIVITIES FOR "IN THE DOCTOR'S OFFICE"

1. Given a picture of the human body similar to the one on the following page, be able to label the body parts.

2. Read a (German) magazine article concerning health and write a 10 - 15 line summary of the article.

STUDY THIS PICTURE CAREFULLY; LEARN THE PARTS OF THE BODY.



ANSWER SHEET

HEALTH AND RELATED PROFESSIONS LEARNING ACTIVITY PACKAGE

Directions:

The teacher will read a series of statements or questions followed by two possible rejoinders - A and B. The student must determine which is the most appropriate rejoinder and write the corresponding letter on this answer sheet.

In The Doctor's Office

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

STUDENT CAREER UNIT III

HEALTH AND RELATED PROFESSIONS CAREER RESEARCH PACKAGE

HEALTH AND RELATED PROFESSIONS CAREER RESEARCH PACKAGE

Directions:

The selected Health and Related Professions occupations listed at the beginning of this unit are briefly described on the following pages.

1. Select one occupation that is of interest to you.

2. Using the information provided on that occupation, complete the Career Exploration Form on page 127.

3. Familiarize yourself with the information.

4. Without your Career Exploration Form, complete the quiz on page 129 with 80% accuracy.

5. To check your answers, use your Career Exploration Form.

DENTAL ASSISTANT

Usual Duties:

The dental assistant performs many duties in the dentist's office. She greets the patients; prepares them for examination, treatment, or surgery; sterilizes the instruments; and otherwise assists the dentist when the patients are in the chair. In some offices she may mix solutions, prepare mixtures for fillings and assist in taking X-rays. She may also answer the telephone, make appointments, order supplies, record cases, send out monthly statements, and maintain tax records.

Qualifications:

The dental assistant must complete a one-year program in dental assisting offered at some community colleges or dental schools. On-the-job training programs last from one to two years are also available in many areas. A high school education is required and courses in biology, chemistry, bookkeeping, typing and general science are good preparation for this line of work. The dental assistant must have a good personality, be neat and courteous and be physically fit to stand for long periods of time.

Employment Prospects:

Many thousands of jobs will be opening within the next few years in nearly all communities. Training for this kind of work may be available through your local State Employment Service office under the Manpower Development and Training Act.

Finding The Job:

Apply directly at the personnel office of any local health agency, hospital, dental clinic or dentist in the community. Read the daily newspaper "help wanted" columns. Register at the local employment office.

Write to:

American Dental Assistant's Association
410 First National Bank Building
LaPorte, Indiana 46350

LICENSED PRACTICAL NURSE

Usual Duties:

The Licensed Practical Nurse assists in caring for convalescents, handicapped people, medical and surgical patients or people who are otherwise mentally or physically ill. She provides nursing care which requires technical knowledge rather than professional training. In hospitals she provides much of the bedside care of patients such as: taking temperatures and blood pressures, giving hypodermic injections and changing dressings. In a physician's office she performs routine duties and may do such clerical work as keeping records and making appointments for patients.

Qualifications:

You must have a minimum of two years of high school and completion of a one-year state-controlled training course to qualify for admission as a beginning worker on this job. Courses in biology, personal hygiene, health, and home economics are beneficial. Upon completion of the training course, one must pass an examination in order to get a license. Physical examinations are usually required. One must be physically fit and able to stand or walk for long periods of time. You must be kind, friendly, tactful, alert and dependable and get along well with all kinds of people.

Employment Prospects:

Jobs are found in nearly all communities, but chances of finding positions are best in large cities or industrial areas. This kind of work is available to men and women, and training is available through your local State Employment office under the Manpower Development and Training Act.

Finding The Job:

Apply directly and the personnel of employment office of any local nursing home, convalescent home, clinic or hospital. Apply at the office of any local physician or surgeon. Register at the local State Employment Service office. Visit the office of the local Civil Service Commission or your local post office and ask for information.

Write to:

National League for Nursing
Committee on Careers
10 Columbus Circle
New York, New York 10019

National Federation of
Licensed Practical Nurses, Inc.
250 West 57th Street
New York, New York 10019

National Association for Practical
Nurse Education and Service, Inc.
535 Fifth Avenue
New York, New York 10017

Department of Medicine and
Surgery
Veterans Administration
Washington, D. C. 20420

MEDICAL ASSISTANT

Usual Duties:

The medical assistant helps the doctor in managing his office efficiently. She can relieve the doctor of many administrative and clinical duties. The medical assistant answers the phone, schedules appointments, receives patients and aids the doctor during examinations. She also arranges hospital admissions, performs certain laboratory tests, orders medical supplies, and reports and fills out insurance forms.

Qualifications:

Neatness, reliability, the ability to handle emergency situations calmly, discretion, and a pleasant personality. There are a number of high school courses that can prepare one for this job: filing, typing, bookkeeping, English, mathematics, science, health courses. A knowledge of a foreign language is necessary in many areas of the country. Community colleges offer one or two year medical assisting programs.

Employment Prospects:

The medical assistant may find employment all year around in any part of the country. There is more demand in large cities or heavily industrialized areas.

Characteristics Of The Job:

Usually a forty hour week, five days a week, with an eight hour day. In certain situations over-time hours will arise.

Advancement Opportunities:

If one is interested in the work, with additional courses and experience he/she can advance to nurse or doctor.

Finding The Job:

Apply at any local doctor's office, check the "want-ad" columns of the local newspaper.

Write to:

Executive Office
American Association of Medical
Assistants, Inc.
One East Wacker Drive
Chicago, Illinois 60601

MEDICAL-LABORATORY ASSISTANT

Usual Duties:

The medical-laboratory assistant performs routine tests in a lab for use in the diagnosis and treatment of diseases. She/he work the supervision of a medical technologist or pathologist when pe laboratory procedures in blood banking, chemistry, bacteriology, sis, hematology, or parasitology. Some of the tasks she/he perf clude grouping and typing blood, collecting blood specimens, pre and staining slides, and analyzing blood and body fluids for che components.

Qualifications:

You must have a high school education plus one year completion o specialized one-year course accredited by the American Society o cal Technologists for admission as a beginning worker for this p High school courses in math, science and chemistry are very usef physician's certificate of your state of health is required when ing for the job. You must be physically able to work standing a and work accurately with your hands and fingers when using instr You must have good eyesight in preparing slides and using the m

Employment Prospects:

Jobs are found in nearly all communities to meet the need of rap expanding medical and hospital programs. Training for this posi is available to both men and women through the local State Emplo Service office under the Manpower Development and Training Act.

Finding The Job:

Apply directly at the employment or personnel office of any loca laboratory, medical research organization, public health agency pital. Read ads in the daily newspaper columns and visit the of the local Civil Service Commission or your local post office and about available opportunities.

Write to:

Secretary, Board of Certified
Laboratory Assistants
9500 South California Avenue
Evergreen Park, Illinois 60542

NURSE'S AIDE, ORDERLY

Usual Duties:

The nurse's aide or orderly assists in non-professional care to the patients; feeding, bathing, making beds, may take temperatures, pulse and respiration, and cleans rooms.

Qualifications:

A high school education is preferred. Some hospitals may give on-the-job training. Must be in good physical health and be able to stand for long periods of time. A neat, pleasant personality is essential to this altruistic line of work.

Characteristics Of The Job:

Work is available in all areas all year around. A five- or six-day work week, with 40 to 48 hours, which may consist of nights, weekends and holidays. Work is performed indoors, uniforms are required and usually not furnished by the hospital or employer.

Employment Prospects:

There are openings part-time for students who must work and summer work is available. Training for this type of work may be available through your local State Employment Service office under the Manpower Development and Training Act.

Finding The Job:

Apply directly at the personnel office of any nursing home, hospital, convalescent home, medical clinic or sanitarium. Visit the local office of the Civil Service Office.

Write to:

American Hospital Association
840 North Lake Shore Drive
Chicago, Illinois 61611

Department of Medicine and Surgery
Veterans Administration
Washington, D. C. 20420

OPTOMETRIST

Usual Duties

An optometrist performs a variety of activities during the work day such as: detecting and referring a case of glaucoma or a cataract; restoring vision to a partially sighted patient; fitting contacts or a pair of trifocals; and performing initial vision examinations and follow-up visits for those needing correction of nearsightedness, astigmatism or other vision problems.

Qualifications:

A high school education is a must, with the student beginning as soon as possible in the fundamental science programs. Two years of pre-optometric education must be taken at an accredited college or university. The student may then transfer to one of the optometric school or colleges to finish his training and complete his/her degree. In a total of six college years at least four will be spent in professional optometric education.

Employment Prospects:

The job is available to both men and women and is found in any community in the country.

Finding The Job:

Information may be obtained from the State Board of Examiners in Optometry usually located in the state capital.

Write to:

Admissions Officer
Southern College of Optometry
1245 Madison Avenue
Memphis, Tennessee 38104

Dean
College of Optometry
The Ohio State University
338 West Tenth Avenue
Columbus, Ohio 43210

Director of Admissions
Pacific University
Forest Grove, Oregon 97116

Director of Student Affairs
Massachusetts College of Optometry
424 Beacon Street
Boston, Massachusetts 02115

Dean
School of Optometry
The Medical Center
University of Alabama
in Birmingham
Birmingham, Alabama 35233

X-RAY TECHNICIAN

Usual Duties:

The X-ray technician takes pictures on X-ray equipment and passes these on to the physician who uses them in diagnosing illnesses. In preparing the patient for the X-ray tests, he gives him/her a chemical mixture to drink, positions the patient for the taking of X-rays and covers the body areas not to be exposed to the X-rays with protective coverings. The X-ray technician prepares reports and maintains records of the patients under treatment.

Qualifications:

Two years of on-the-job training under a radiologist is required along with a high school education. In high school courses in math, science, chemistry, biology, physics and typing are very useful. In some areas of the country a workable knowledge of a foreign language is required. The trainee must be able to stand for long periods of time and be physically fit. He must be adroit in handling small objects with his fingers and hands. He/she must be tactful, courteous and patient in dealing with the public.

Employment Prospects:

Jobs are available in nearly all communities, but are more easily found in large cities with hospitals. This type to work is available to women and men, and training is available through the local State Employment Office under the Manpower Development and Training Act.

Finding The Job:

Apply directly at the personnel office of any local sanitarium, clinic, laboratory or hospital. Read ads in the local newspaper columns or visit the local Civil Service Commission of your local post office and ask for information.

Write to:

American Registry of Radiologic Technologists
2600 Wayzata Boulevard
Minneapolis, Minnesota 55405

The American Society of Radiologic Technologists
537 Main Street
Fond du Lac, Wisconsin 54935

CAREER EXPLORATION FORM

Using the information provided in this booklet and/or information in your classroom or library, complete the following questions concerning the occupation you have chosen from this career unit.

OCCUPATION RESEARCHED _____

1. Check the correct answer or answers.

   The occupation you have chosen requires

   _____ a high school diploma

   _____ a college diploma

   _____ apprenticeship

   _____ union membership

   _____ trade school training

   _____ no special training

   _____ practical experience

   _____ physical strength

   _____ a license or certification

2. The occupation you have chosen requires approximately how much training time?

3. What are some personal characteristics required for this job?

4. List 5 duties involved in your chosen occupation.
   a. d.
   b. e.
   c.

5. What determines your chances for advancement?

6. What is the average pay for your job? What are your fringe benefits?

7. What are average working conditions for your occupation (working with individuals, working outdoors, etc.)

8. What are two locations of employment for your occupation?
   a. b.

9. List one local employer in your job field.

CAREER EXPLORATION QUIZ

Directions: Complete this quiz with 80% accuracy. To check your answers, use the Career Exploration Form you filled out on the occupation you chose.

1. Name of occupation. _____

2. List two duties required of this occupation.

   a. _____

   b. _____

3. List two or more educational requirements for the occupation.

   a. _____

   b. _____

4. List any special physical requirements below.

   a. _____

   b. _____

5. List at least two sources of information for "finding the job" you have chosen.

   a. _____

   b. _____

STUDENT CAREER UNIT IV

HOSPITALITY AND RECREATION LEARNING ACTIVITY PACKAGE

HOSPITALITY AND RECREATION

OCCUPATIONS

Hotel:

—Assistant Manager - der Stellvertretender Director
—Barber - der Herrenfrisör
—Bellman - der (Gepäck) träger
—Clerk - der Empfangschef
—Cosmetologist - der Damenfrisör
—Laundry Service Person - der Reinigungsdienst
—Parking Lot Attendant - der Parkaufseher
—Tour Guide - der Reiseführer
—Travel Agent - der Reisebürvangestellte

Restaurant:

—Cashier - der Kassierer
—Cook, Baker (Helpers) - der Koch, der Bäcker (Hilfe)
—Hostess - die Gastgeberin
—Waiter, Waitress - der Kellner, die Kellnerin

VOCABULARY LIST FOR "IN THE HOTEL"

Directions:

The following vocabulary items are related to "hospitality and recreation" occupations and "In the Hotel." Study the vocabulary items, and when you feel that you have learned them, take the short quiz on page 135. You must score at least 80% to pass, so be certain you know the words before attempting the quiz.

air conditioner	die Klimaanlage (n)
bath	das Bad (¨er)
room	das Zimmer (-)
reservation	die Vorbestellung (en)
person	die Person (en)
upstairs	oben
downstairs	unten
view	der Anblick (e)
television	der Fernseher (-)
meals included	die Vollpension
registration form	der Meldezettel (-)
suitcase	der Koffer (-)
key	der Schlüssel (-)
tip	das Trinkgeld
clerk	der Empfangschef
bellhop	der (Gepäck) träger (-)
to spend the night	übernachten
stairs	die Treppe (n)
elevator	der Aufzug (¨e)
desk	der Anmeldungstisch (e)

VOCABULARY QUIZ ON "IN THE HOTEL"

Directions:

You will read a series of incomplete sentences. Each sentence is followed by three choices A, B, and C. You are to decide which of these choices most appropriately completes the sentence and circle the letter which corresponds to your choice.

1. Wir wohnen nicht oben, wir wohnen ___ _____.
   A. unten
   B. Vorbestellung
   C. Anblick

2. Mein Koffer ist zu schwer. Ich brauche einen _____.
   A. Bad
   B. Empfangschef
   C. Gepäckträger

3. Sie möchten ein Zimmer in diesem Hotel für Samstag. Haben Sie schon eine _____.
   A. Schlüssel
   B. Anblick
   C. Vorbestellung

4. Von hier aus sehen wir sehr gut. Es gibt einen schönen _____.
   A. Anblick
   B. Zimmer
   C. Person

5. Wo wohnen Sie hier? Wir sind in diesem _____.
   A. Bad
   B. Zimmer
   C. Koffer

6. Ich kann nicht ins Zimmer. Ich habe keinen _____.
   A. Bad
   B. Trinkgeld
   C. Schlüssel

7. Im Winter brauchen wir keine _____.
   A. Koffer
   B. Klimaanlage
   C. Fernseher

8. Der Gepäckträger ist sehr gut. Mein Vater gibt ihm also ein _____.
   A. Koffer
   B. Schlüssel
   C. Trinkgeld

9. Der Empfangschef steht an dem _____.
   A. Aufzug
   B. Schlüssel
   C. Anmeldungstisch

10. In diesem Hotel gibt es keinen Aufzug. Wir mussen die _____ hinuntergehen.
    A. Treppe
    B. Koffer
    C. Klimaanlage

IN THE HOTEL--IM HOTEL

Directions: Read and Understand the Following Skit.

CHARACTERS	STAGE DIRECTIONS	DIALOGUE (GERMAN)	DIALOGUE (ENGLISH)
Desk Clerk Mr. White Mrs. White Bellhop PROPS: Clock Signs (Registration) Suitcases Letters Keys Desk Bell	Scene is in a hotel lobby, where Mr. and Mrs. White are registering at the desk.	Der Empfangschef: Guten Morgen! Herr und Frau Weiss: Guten Morgen! Der Empfangschef: Darf ich Ihnen helfen? Herr Weiss: Ich möchte ein Zimmer mit Klimaanlage und Bad. Der Empfangschef: Haben ein Zimmer schon reserviert? Frau Weiss: Nein, wir sind gerade angekommen. Der Empfangschef: Also gut. Für wieviele? Frau Weiss: Für zwei. Der Empfangschef: Möchten das Zimmer oben oder unten?	Clerk: Good morning. Mr. and Mrs. White: Good morning. Clerk: May I help you? Mr. White: I want an air-conditioned room with bath. Clerk: Do you have a reservation? Mrs. White: No, we've just arrived. Clerk: Very well. For how many persons? Mrs. White: For two. Clerk: Do you want it upstairs or downstairs?

CHARACTERS	STAGE DIRECTIONS	DIALOGUE (GERMAN)	DIALOGUE (ENGLISH)
		Frau Weiss: Unten bitte, mit einem schönen Anblick und einem Fernseher.	Mrs. White: Downstairs, with a good view and a television.
	Clerk hands the Whites a registration form.	Der Empfangschef: Schon gut. Unterschreiben Sie hier, bitte!	Clerk: Very well. Sign here, please.
		Herr Weiss: Bekommen, wir Vollpension?	Mr. White: Are the meals included?
		Der Empfangschef: Nein, es tut mir Leid.	Clerk: No, I'm sorry.
		Frau Weiss: Wieviel kostet es?	Mrs. White: How much is it?
		Der Empfangschef: 20DM pro Tag. Wie lange bleiben Sie?	Clerk: $20.00 per day. How long will you be with us?
		Frau Weiss: Wir werden zwei Tage bleiben.	Mrs. White: We'll be here two days.
	Clerk rings bell, summoning the bell boy.	Der Empfangschef: Sie haben Zimmer 25. Hier ist der Schlüssel.	Clerk: They are in room 25. Here is the key.
	Bellboy picks up suitcases and starts to leave in front of the Whites.	Der Träger: Kommen Sie mit mir, bitte.	Bellboy: Come with me, please.
	Pause, shift to door with number 25 on it.	Träger: Hier ist Ihr Zimmer. Brauchen Sie noch etwas?	Bellboy: This is your room. Do you need anything more?
	Give bellboy a tip.	Herr Weiss: Nein, noch nicht. Danke.	Mr. White: Not right now. Thank you.

SUPPLEMENTARY VOCABULARY ON "IN THE HOTEL"

Money And Related Terminology:

bill (money)	das Schein (e)
bill	die Rechnung (en)
cash	das Bargeld, die Kasse (en)
cent	das Pfennig (e)
change (small)	das K[illegible]geld
check	de[illegible] (e, or s)
coin	die [illegible] (n)
credit	der Kredit (e)
credit card	
dime	das Zehnpfennigstück
dollar	die Mark
draft	die Tratte (n)
5 dollar bill	das Fünfmarkschein
half a dollar	das Fünfzigpfennigstück
money order	die Postanweisung (en)
nickel	das Fünfpfennigstück
ten dollar bill	das Zehnmarkschein
traveler's check	der Reisescheck (s)

Hotel And Related Terminology:

balcony	der Balkon (e, or s)
bar	die Bar (s)
closet	der Schrank (¨e)
dining room	der Speisesaal (-säle)
double room	das Doppelzimmer (-)
entrance	der Eingang (e)
floor	der Fußboden (-)
garage	die Garage (n)
hall	der Flur (e)
ladies' room	die Damentoilette (n)
lobby	die Vorhalle (n)
men's room	die Herrentoilette (n)
mezzanine	der Halbstock (e)
office	das Büro (s) - das Geschäftszimmer (-)
parking lot	der Parkplatz (¨e)
public phone	das öffentliche Telephon
shower	die Dusche (n)

The Personnel:

assistant manager	der stellvertretender Direktor
babysitter	das Kindermädchen (-)
barber	der Herrenfriseur or -frisör (e)
barman	der Kellner

SUPPLEMENTARY VOCABULARY ON "IN THE HOTEL" (continued)

beautician	der Damenfriseur (e) - der
bus boy	
cashier	der Kassenführer, der Kassi
chambermaid	das Zimmermädchen (-)
chef	der Küchen meister (-)
cook	der Koch (Ue)
desk clerk	der [illegible]kart (e)
door man	der [illegible]er (-)
helper	der [illegible] (-)
host	der Hausherr (en), der Gas
hostess	die Gastgeberin (nen)
housekeeper	die Putzfrau (en)
janitor	der Pförtner
page boy	der Hoteldiener (-)
parking attendant	der Parkaufseher (-)
porter	der (Gepäck) träger (-)
receptionist	die Empfangsdame (n)
salad man	
servant	der Diener (-)
social director	der Gesellschaftsleiter (-)
switchboard operator	das Telefonfräulein (-)
valet	der (Kammer) diener (-)
waiter	der Kellner (-)
waitress	die Kellnerin (nen)

Useful Expressions:

This room is very nice.	Dieses Zimmer ist sehr bequ
Your name please.	Ihr Name bitte.
Where are you from?	Aus welcher kommen Sie?
Sign here, please.	Unterschreiben Sie hier, bi
You pay in advance.	Im voraus zahlen!
Here is the key to your room.	Hier ist Ihr Zimmerschlüssel
At what time is breakfast, dinner, lunch served?	Um wieviel Uhr wird Frühstü serviert*
Any messages for me?	Haben Sie Mitteilungen für
There isn't any.	Es gibt keine.
Nobody called you.	Niemand hat Sie angerufen.
Do I have any mail?	Habe ich Post?
There is a letter for you.	Es gibt einen Brief für Sie.
A gentleman wants to see you.	Ein Herr möchte mit Ihnen sp
I am very sorry	Es tut mir sehr Leid.
Do you want a taxi?	Möchten Sie ein Taxi?
At what time will you be back?	Um wieviel Uhr sind Sie zurü
Speak slowly, please.	Sprechen Sie langsam, bitte!
Wait a minute	Warten Sie einen Augenblick!
Whom do you want?	Wen wünschen Sie?
I will page him.	Ich lasse ihn suchen.
Do not disturb.	Bitte nicht stören!

*Abendessen, Mittagessen

SUPPLEMENTARY VOCABULARY ON "IN THE HOTEL" (continued)

May I come in?	Darf ich hinein?
Have this suit pressed.	Lassen Sie bitte, diesen Anzug bügeln.
Bring me	Bringen Sie mir
Come in.	Kommen Sie herein!
Call me at 8:00.	Rufen Sie mich um 8.00 Uhr an.
You are welcome.	Bitte schön.
Thanks a lot.	Danke sehr.

SUPPLEMENTARY ACTIVITY ON "IN THE HOTEL"

Make a registration form in German, using the English as a guide.

Zimmer

ROOM | LAST | FIRST | RATE | OUT

067407

CITY | STATE | ZIP | NO. P | N

ROOM TRANSFER RECORD: DATE | RM. NO. | RATE

FOLIO NUMBER: FROM NO | TO NO.

STREET | CLERK

FIRM | R | CR | NR | WHY

DATE	REFERENCE	CHARGES	CREDITS	BALANCE	PICK-UP

LAST AMOUNT SHOWN IN BALANCE COLUMN

GUEST'S SIGNATURE

TALLAHASSEE HILTON
101 SOUTH ADAMS • P. O. BOX 1968
TALLAHASSEE, FLORIDA 32302
TELEPHONE (904) 224-3000

CHARGE TO

ADDRESS

CITY & STATE

WELCOME TO THE
TALLAHASSEE HILTON 067407

NAME

ADDRESS

CITY | STATE | ZIP NO.

PHONE

METHOD OF PAYMENT: ☐ CASH ☐ BANK AMERICARD ☐ DINERS ☐ OTHER
☐ AMERICAN EXPRESS ☐ CARTE BLANCHE ☐ MASTER CHARGE

ROOM NUMBER	RATE	DATE OF DEPARTURE	CLERK
TIME	MAKE OF CAR	LICENSE NO.	STATE

NOTICE TO GUESTS

MONEY, JEWELS AND OTHER VALUABLES MUST BE PLACED IN THE OFFICE, OTHERWISE THE MANAGEMENT WILL NOT BE RESPONSIBLE FOR ANY LOSS.

CONVERSATION STIMULUS ON "IN THE HOTEL"

Directions:

Use the following conversation stimulus to compose a short conversation of your own.

Setting:

Joe goes into a hotel. He wants to spend the night. He hasn't much money, so he wants a small plain room, and one that hopefully includes breakfast in the price. The discussion is between Joe and the desk clerk. Joe must fill out a registration form.

Clerk:

Guten Abend! Darf ich Ihnen helfen?

Joe:

ANSWER SHEET

HOSPITALITY AND RECREATION LISTENING COMPREHENSION TEST

Directions:

Listen carefully to your teacher's instructions and enter the correct answer next to the corresponding number.

In The Hotel

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

VOCABULARY LIST FOR "IN THE RESTAURANT"

Directions:

The following vocabulary items are related to "hospitality and recreation" occupations and "In the Restaurant." Study the vocabulary items, and when you feel that you have learned them, take the short quiz on page 151. You must score at least 80% to pass, so be certain you know the words before attempting the quiz.

waitress	die Kellnerin (nen)
menu	die Speisekarte (n)
expensive	teurer
inexpensive	billig
dinner	das Abendessen (-)
I'm hungry	ich habe Hunger, ich bin hungrig
table	der Tisch (e)
food	das Essen, die Lebensmittel (pl.)
today's speciality	das Tagesgericht (e)
meat	das Fleisch (-)
vegetable	das Gemüse (-)
bread	das Brot (e)
soup	die Suppe (n)
salad	der Salat (e)
beverage	das Getränk (e)
house wine	der Schoppen (-)
dessert	der Nachtisch (e)
money	das Geld
service charge	die Bedienung (en)
bill	die Rechnung (en)
restaurant	das Restaurant (s)
chair	der Stuhl (¨e)

VOCABULARY LIST ON "IN THE RESTAURANT" (continued)

knife	das Messer (-)
fork	die Gabel (n)
spoon	der Löffel (-)
plate	der Teller (-)
saucer	die Untertasse (n)
cup	die Tasse (n)
glass	das Glas (¨er)

VOCABULARY QUIZ ON "IN THE RESTAURANT"

Directions:

You will read a series of incomplete sentences. Each sentence is followed by three choices A, B, and C. You are to decide which of these choices most appropriately completes the sentence and circle the letter which corresponds to your choice.

1. Wieviel Uhr ist es? Ich sehe die _____ nicht.
   A. Tisch
   B. Messer
   C. Uhr

2. Man trinkt aus einem _____.
   A. Glas
   B. Teller
   C. Gabel

3. Nach dem Essen, bestellen wir einen _____.
   A. Tisch
   B. Brot
   C. Nachtisch

4. Bevor wir Abendessen bestellen können, brauchen wir eine _____.
   A. Gabel
   B. Speisekarte
   C. Table

5. Der Stuhl steht an dem _____.
   A. Gemüse
   B. Nachtisch
   C. Tisch

6. Der Schoppen ist ein _____.
   A. Suppe
   B. Getränk
   C. Gemüse

7. Man trinkt Kaffee aus einer _____.
   A. Tasse
   B. Untertasse
   C. Gabel

8. Man isst Suppe mit einem _____.
   A. Löffel
   B. Messer
   C. Gabel

9. Ich brauche Butter mit meinem _____.
   A. Salat
   B. Brot
   C. Getränk

10. Die Bedienung auf der Rechnung ist für die _____.
    A. Speisekarte
    B. Nachtisch
    C. Kellnerin

IN THE RESTAURANT — IM RESTAURANT

Directions: Read and Understand the Following Skit.

CHARACTERS	STAGE DIRECTIONS	DIALOGUE (GERMAN)	DIALOGUE (ENGLISH)
Mr. Brown Mrs. Brown Waitress 2 Other Customers PROPS: Slide Of Restaurant 2 Tables And Cloths 4 Chairs 1 Vase With Flowers Signs 2 Soup Bowls, Plates, Knives, Forks, Spoons, Cups, Saucers Soup Chicken Veal Cutlet Wine Bottle Beer Waitress Order Pad Change Purse Money 2 Glasses For Wine Clock Beer Mugs	Close up of men by the door of the restaurant. Then on to the couple standing by the door.	Frau Braun: Guck mal, Hans! Hier ist die Speisekarte. Die Menüs sind gut und billig. Menu 3 zu 6,25 DM gefällt Mir. Wiener Schnitzel mit Spinat und Kartoffelsalat.	Mrs. Brown: Look Hans, at the menu here. The dinners look very good and inexpensive. I like dinner 3 for $2.50. Veal cutlet with spinach and potato salad.
		Herr Braun: Ja Schatz, alle Menüs finde ich gut. Ich glaube ich möchte Menü 2. Brathähnchen mit Gemischtem Salat und Pommes Frites. Essen wir hier?	Mr. Brown: Yes, dear, all the dinners look good. I think I would like dinner 2. Broiled chicken with mixed salad and french fries. Shall we eat here?
		Frau Braun: Ja, Ich habe Hunger. Du auch?	Mrs. Brown: Yes, I'm hungry. And you?
	They enter the restaurant and look for an empty table.	(Pause)	
		Herr Braun: Hier ist ein Tisch.	Mr. Brown: Here's a table.
	They are seated at the table. Mrs. Brown looks around.	(Pause)	
		Frau Braun: Es ist ja recht gemütlich hier, nicht?	Mrs. Brown: It is really quite pleasant here, isn't it?

CHARACTERS	STAGE DIRECTIONS	DIALOGUE (GERMAN)	DIALOGUE (ENGLISH)
		Herr Braun: Ja. Und das Essen soll auch sehr gut schmecken.	Mr. Brown: Yes. And the food is supposed to be delicious, too.
	Waitress enters.	die Kellnerin: Guten Tag.	Waitress: Hello.
		Herr und Frau Brown: Guten Tag.	Mrs. and Mrs. Brown: Hello.
		die Kellnerin: Speisekarte?	Waitress: Do you want to see a menu?
		Herr Braun: Keine Speisekarte. Wir bestellen eben.	Mrs. Brown: No, thank you. We'll order now.
189	Takes out pad and writes order.	die Kellnerin: Ist gut. Was möchten Sie?	Waitress: Fine. What would you like?
		Herr Braun: Meine Frau wünsche Menü drei und ich möchte Nummer zwei. Gibt es Suppe dazu?	Mr. Brown: My wife would like dinner number three, and I would like number two. Is soup served with these dinners?
		Kellnerin: Ja. Die Tagessuppe heute ist Erbsensuppe. Die kann ich Ihnen empfehlen.	Waitress: Yes. Today's specialty is pea soup. I can recommend it.
		Herr Braun: Also, zweimal Erbsensuppe, bitte.	Mr. Brown: Then we'll have two soups, please.
		die Kellnerin: Trinken Sie etwas vor dem Essen?	Waitress: Will you have something to drink before dinner?

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CHARACTERS	STAGE DIRECTIONS	DIALOGUE (GERMAN)	DIALOGUE (ENGLISH)
		Herr Braun: Meine Frau trinkt den weissen Schoppen und ich ein helles Bier.	Mr. Brown: Yes, my wife will have the house white wine, and I'll have a light beer.
		die Kellnerin: Nun, einmal Menü zwei, einmal Menü drei, zweimal Suppe, Wein und Bier.	Waitress: Now, one dinner two, 1 dinner 3, two soups, wine and beer. Okay?
	Pause, fade out.		
	Fade in and waitress arrives.	die Kellnerin: Ihr Essen, bitte.	Waitress: Here is your dinner.
		Herr und Frau Braun: Danke.	Mr. and Mrs. Brown: Thank you.
	Raising glass.	Herr Braun: Prosit!	Mr. Brown: To your health.
	Raising glass.	Frau Braun: Zum Wohl!	Mrs. Brown: To your health.
	Replacing glasses.	Frau Braun: Guten Appetit!	Mrs. Brown: Enjoy your meal.
		Herr Braun: Gleichfalls!	Mr. Brown: The same to you.
	Fade out (music). Fade in. Table with empty plates.		
		Frau Braun: Das Essen hat sagenhaft geschmeckt.	Mrs. Brown: The meal tasted fabulous.
		Herr Braun: Mein auch. Möchtest du Nachtisch?	Mr. Brown: Mine too. Would you like dessert?

CHARACTERS	STAGE DIRECTIONS	DIALOGUE (GERMAN)	DIALOGUE (ENGLISH)
190		Frau Braun: Nein, Danke. Ich bin satt.	Mrs. Brown: No thanks. I'm full.
		Herr Braun: Fräulein, zahlen bitte.	Mr. Brown: Miss, I'd like to pay please.
		die Kellnerin: Möchten Sie noch etwas?	Waitress: Would you like something else?
		Herr Braun: Nein, danke.	Mr. Brown: No, thank you.
		die Kellnerin: Hat es Ihnen gut geschmeckt.	Waitress: Did you enjoy the meal?
		Herr und Frau Braun: Prima! Wunderbar!	Mr. and Mrs. Brown: Wonderful!
		die Kellnerin: Einmal Menü zwei, acht Mark fünfundzwanzig. Einmal Menü drei, sechs Mark fünfzig. Wein, 2 Bier. Das ist 16,60 DM und Bedienung, 1,66. Alles zusammen macht achtzehn Mark sechsundzwanzig.	Waitress: One dinner 2 - $3.25, 1 dinner 3 - $2.50, wine, 2 beers, that comes to $7.15 and the service charge, $ .72. Altogether that will be $7.87.
	Hands waitress $8.00.	Herr Braun: Neunzehn Mark stimmt.	Mr. Brown: Eight dollars will be right. (Keep the change.)
		die Kellnerin: Danke. Aufwiedersehen.	Waitress: Thank you. Good-bye.
		Herr und Frau Braun: Aufwiedersehen.	Mr. and Mrs. Brown: Good-bye.

SUPPLEMENTARY VOCABULARY ON "IN THE RESTAURANT"

tablecloth	die Tischdecke
napkin	die Serviette
cash register	die Kontrollkasse
door	die Tür
window	das Fenster
sign	das Schild
counter	der Zahltisch
restroom	die Toilette
customer	die Kunde
cook	der Koch
cashier	der Kassierer
baker	der Bäcker
purse	die Handtasche
wallet	die Brieftasche
bill	das Schein
coin	die Münze
fruit	die Obst
sugar	die Zucker
salt	das Salz
pepper	der Pfeffer
beef	das Fleisch
veal	das Kalbfleisch
pork	das Schweinefleisch
ham	der Schinken

SUPPLEMENTARY VOCABULARY ON "IN THE RESTAURANT" (continued)

bacon	der Speck
chicken	das Huhn
fish	der Fisch
cheese	der Käse
cream	die Sahne
egg	das Ei
bean	die Bohne (n)
pea	die Erbse (n)
potato	die Kartoffel (n)
tomato	die Tomate (n)
water	das Wasser
onion	die Zwiebel (n)
gravy	die Sosse (n)
flour	das Mehl (e)
carrot	die Karotte (n)
mushroom	der Pilz (e)
juice	der Saft
cabbage	der Kohl (e)
apple	der Apfel (¨e)
orange	die Apfelsine (n)
banana	die Banane (n)
pineapple	die Ananas (-)
pear	die Birne (n)
grape	die Weintraube (n)
strawberry	die Erdbeere (n)

SUPPLEMENTARY VOCABULARY ON "IN THE RESTAURANT" (continued)

peach	der Pfirsich (e)
rice	der Reis
corn	der Mais
lettuce	der Kopfsalat
asparagus	der Spargel (-)
cauliflower	der Blumenkohl (e)
cucumber	die Gurke (n)
spinach	der Spinat (e)
beet	die Beete (n)
cake	der Kuchen
cookie	der Keks (e)
ice cream	das Eis
pudding	der Pudding
pastry	das Gebäck (e)
coffee	der Kaffee
tea	der Tee
milk	die Milch
soft drink	die Limonade (n)
pan	die Pfanne (n)
bowl	die Schüssel (n)

IN THE RESTAURANT

Read and study the following weights and measures. They will help in preparing the following recipes.

Gewichtsmasse (German)

Ounces (oz.)		Gramm(g)	Gramm(g)		Ounces (oz.)
16 oz.	=	454 g	500 g	=	17,64 oz.
8 oz.	=	227 g	250 g	=	8,82 oz.
4 oz.	=	113 g	125 g	=	4,41 oz.
2 oz.	=	56 g	62,5 g	=	2,20 oz.
1 oz.	=	28 g	31 g	=	1,10 oz.
½ oz.	=	14 g	1000 g	=	35,27 oz.

1 Esslöffel Mehl, gestrichen .....= 10g
1 Esslöffel "Göstin", gestrichen .....= 10g
1 Esslöffel Salz, gestrichen .....= 10g
1 Esslöffel Zucker, gestrichen .....= 15g
1 Esslöffel Fett, gestrichen .....= 20g
1 Teelöffel Salz, gestrichen .....= 5g
1 Teelöffel "Gustin", gestrichen .....= 5g
1 Teelöffel Backpulver, gestrichen .....= 3g
5 mittelgrosse Äpfel .....=500g
6-7 mittelgrosse Kartoffeln .....=500g

SUPPLEMENTARY ACTIVITIES ON "IN THE RESTAURANT"

I. Using the supplementary vocabulary on foods, compose three dinner menus and a menu cover.

Example of a dinner menu: (Dinner one, Menü 1)

Tomato Soup
Carrot Salad
Roast Beef Cooked Potatoes
Green Beans
Coffee/Tea
Pudding

II. Read and prepare one of the following recipes. Be prepared to present it to the class and explain the procedure you followed.

1. Kartoffelpfannkuchen (Puffer oder Reibeplätzchen)

2 kg Kartoffeln
2 kleine Zwiebeln
2-3 gestrichene Teelöffel Salz
40-60 g. Weizen-oder Semmelmehl
etwa ¼ l. Speiseöl

Die Kartoffeln und die Zwiebeln schälen, waschen, reiben und mit Salz, Eiern und Mehl gut verrühren. Das Fett auf grosser Flamme erhitzen, den Teig löffelweise hineingeben und flachdrücken. Die Plätzchen auf halgrosser Flamme auf beiden Seiten braun und knusprig backen. Sie mit Kompott, Bohnen salat, oder Apfelmus reichen.

Vocabulary:

schälen - peel	der Teig - dough, batter
reiben - grate	flachdrücken - flatten
verrühren - mix	knusprig - crispy
erhitzen - heat	reichen - serve

2. Linsensuppe

200 g. Linsen
1¼-1½ l. Wasser oder Brühe
Sellerie } geschnitten
1 Zwiebel }
20 g Bratenfett
1 gestrichener Esslöffel Weizenmehl
etwas Salz
einige Tröpfen Fleischetrakt oder Suppenwürze

Die gewaschenen Linsen in dem Wasser oder in der Brühe 12-24 Stunden einweichen. Sie dann mit der Einweichflüssigkeit auf grober Flamme zum Kochen bringen und die Suppe auf kleiner Flamme

kochen lassen. Nach 3/4 Stunden Kochzeit Sellerie und Zwiebel hinzugeben. Die Linsen gar kochen und dann entweder alle Linsen oder nur die Hälfte durch ein Sieb streichen. Das Fett auf grober Flamme zerlassen. Das Mehl unter Rühren so lange darin erhitzen, bis es hellgelb ist. Dann nach und nach die Linsen hinzugeben, zum Kochen bringen und die Suppe 10 Minuten auf kleiner Flamme ziehen lassen. Sie dann mit Salz und Fleischextrakt oder Suppenwürze abschmecken.
Kochzeit: Etwa 1½ Stunden.

Extra Vocabulary:

Linsen - Lental	streichen - (here) strain
Brühe - broth	zerlassen - (here) melt
einweichen - soak	unter Rühren - stirring
Flüssigkeit - liquid	abschmecken - season to taste
Sieb - sieve	

3. Müsli

4 Essl. Haferflocken
12 Essl. Wasser
Saft von 2 Zitronen
4 Essl. Sahne oder Milch
600 g. Äpfel
etwas Zucker und Honig
4 Essl. geriebene Nüsse oder Mandeln

Die Haferflocken in dem Wasser mehrere Stunden einweichen. Kurz vor dem Auftragen den Zitronensaft und die Sahne (Milch) hinzugeben. Die gewaschenen Äpfel mit Schale und Kerngehäuse auf die Haferflocken reiben, sobald keinere Mengen vorhanded sind, den Brei unter die Haferflocken rühren, damit er durch den Zitronensaft weib bleibt. Das Müsli mit Zucker und Honig abschmecken und mit den Nüssen oder Mandeln bestreuen.

Extra Vocabulary:

Haferflocken - oatmeal	einweichen - soal
Zitronen - lemon	Auftragen - serving
Honig - Honey	Schale - peel
gerieben - grated	Kerngehäuse - core
Nüsse - nuts	reiben - grate
Mandeln - almonds	Mengen - (here: amounts)
	Brei - (here: grated apple)
	besteuen - sprinkle

4. Windbeutel

Teig:
¼ l. Wasser
50 g. Butter, oder Margarine

150 g. Weizenmehl
30 g. Gustin
4-6 Eier
3 g. Backpulver

Füllung:
½ l. Sahne
25 g. Puderzucker

Für den Teig Wasser und Fett, am besten in einem Stieltopf, auf grosser Flamme zum Kochen bringen. Dann den Topf von der Flamme nehmen, das mit Gustin gesiebte Mehl auf einmal hineinschütten, es zu einem glatten Kloss rühren und diesen unter Rühren etwa 1 Minute auf kleiner Flamme erhitzen. Den heissen Kloss sofort in eine Schüssel geben und nach und nach die Eier darunter rühren. Weitere Eizugabe erübrigt sich, wenn der Teig stark glänzt und so vom Löffel abreisst, dass lange Spitzen hängenbleiben.* Danach das Backpulver in den erkalteten Teig geben. Mit 2 Löffeln oder mit einem Spritzbeutel gut walnussgrosse Teighäufchen auf ein gefettetes, mit Mehl bestäubtes Backblech setzen.

Flammenbackofen: 5 Minuten vorheizen grosse Flamme, backen ½ grosse Flamme.

Reglerbackofen: 5 Minuten vorheizen 350° F, backen 350° F.

Backzeit: 25-30 Minuten.

Während der ersten 15 Minuten Backzeit nicht in den Ofen sehen, da das Gebäck sonst zusammenfällt. Die Windbeutel gleich nach dem Backen aufschneiden.

Für die Füllung die gut gekühlte Sahne in einer kalten Schüssel mit einem Schneebesen etwa ½ Minute schlagen, dann den gesiebten Puderzucker unter ständigem Schlagen einstreuen und die Sahne vollkommen steif schlagen.

Jeden Windbeutel mit der Sahne füllen, auf jeden Windbeutel den abgeschnittenen Deckel legen und ihn mit Puderzucker bestäuben.

Extra Vocabulary:

Windbeutel (lit. - Windbags) Creampuffs
Gustin - corn starch
Backpulver - baking powder
Puderzucker - powdered sugar
Teig - dough
Stieltopf - pot with handle
gesiebte - sifted
hineinschütten (here: pour in)
erhitzen - heat
Kloss - (here: lump)
nach und nach (here: one at a time)
darunter rühren - (stir in)
*Weitere ..... hängenbleiben
Add eggs only until dough is very shiny and still hang from the spoon in long tapers. You may not need all 6 eggs.
Spritzbeutel - cookie press
Teighäufchen - balls of dough
Bestäubtes - dusted
Backblech - cookie sheet
Schneebesen - whisk
einstreuan - sprinkle
Deckel - lid

CONVERSATION STIMULUS ON "IN THE RESTAURANT"

Karen goes into a restaurant. She hasn't decided what she wants yet, and needs a menu. She orders a la carte.

Waitress: Guten Tag! Speisekarte?

Karen:

Waitress:

Karen:

ANSWER SHEET

HOSPITALITY AND RECREATION LISTENING COMPREHENSION TEST

Directions:

The teacher will read a series of statements or questions followed by two possible rejoinders - A and B. The student must determine which is the most appropriate rejoinder and write the corresponding letter on this answer sheet.

In The Restaurant

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

STUDENT CAREER UNIT IV

HOSPITALITY AND RECREATION CAREER RESEARCH PACKAGE

HOSPITALITY AND RECREATION CAREER RESEARCH PACKAGE

Directions:

The selected Hospitality and Recreation occupations listed at the beginning of this unit are briefly described on the following pages.

1. Select one occupation that is of interest to you.

2. Using the information provided on that occupation, complete the Career Exploration Form on page 185.

3. Familiarize yourself with the information.

4. Without your Career Exploration Form, complete the quiz on page 187 with 80% accuracy.

5. To check your answers, use your Career Exploration Form.

AUTOMOBILE SERVICE-STATION ATTENDANT

Usual Duties:

The service-station attendant puts gasoline, diesel fuel and oil into cars, buses, trucks and other vehicles at the request of the customer. He also changes the oil, cleans the windshield, replaces oil filters and fan belts, changes spark plugs and performs other small repairs or adjustments on vehicles. He collects payment, fills out credit card forms, gives out credit card forms, gives directions, and returns correct change to the customer.

Characteristics Of Job:

Work in this area is always steady with a five- or six-day work week or 40 to 48 hours which may consist of nights, weekends, holidays. Most work is performed outdoors and involves working with greasy objects and handling dirty auto parts. Uniforms may be required and are usually provided by the employer.

Qualifications:

A few weeks on-the-job training are required, and you will be given preference if you have a high school education. Courses in auto mechanics, shop, math, bookkeeping will be very helpful in obtaining a position. A driver's license is usually required since it may be necessary to move a customer's vehicle at some time. You must be physically fit to lift and move heavy objects, to work with small hand tools and to squeeze into small areas and work in cramped places.

Occupational Opportunities:

There are always many openings in this field, and jobs are available in any community. Students may find summer, part-time and after-school work. Training may be available at your State Employment Service office under the Manpower Development and Training Act.

Advancement Opportunities:

You may rise to service manager or even establish your own business.

Finding The Job:

Apply directly at any service station or at the local State Employment Office, read daily newspaper ads.

Write to:

American Petroleum Institute
Marketing Division
1271 Avenue of the Americas
New York, New York 10020

BARBER - BARBER APPRENTICE

Usual Duties:

Provides many services for customers: cuts and trims hair, shaves customers, shampoos and styles customer's hair. May massage face, scalp, manicures and pedicures nails. May sell cosmetic products.

Characteristics Of Job:

Work is steady throughout year, and work week varies from shop to shop and generally is more than 40 hours a week which may include Saturday. Some employees require you to furnish your own uniforms and have own instruments.

Qualifications:

You must have a barber's license in almost all states. From six to eight months of classroom training in a state approved barber's college is required before a license is issued. After graduating from such a school, one must pass an examination for an apprentice license. After working one or two years as an apprentice, you must then pass a written test and show that you can do the work to obtain the license. One must be physically fit and be able to work on one's feet for long periods of time. You must be able to work rapidly and accurately with your fingers.

Finding The Job:

Apply directly at any local barbershop. Register at the local State Employment Service Office.

Write to:

Journeymen Barbers, Hairdressers, Cosmetologists and
Proprietors' International Union of America
1141 North Delaware Street
Indianapolis, Indiana 46207

National Association of Barber Schools, Inc.
750 Third Avenue
Huntington, West Virginia 25701

National Association of Barber Schools, Inc.
750 Third Avenue
Huntington, West Virginia 25701

Associated Master Barber and Beauticians
of America
537 South Dearborn Street
Chicago, Illinois 60605

BELLBOY - BELLGIRL

Usual Duties:

The bellperson performs many duties for hotel guests: escorts them to rooms, helps with baggage, gives information on available services and facilities and indicates any points of interest and entertainment that are available. He also explains the room facilities to the guests, delivers messages and runs errands.

Characteristics Of Job:

Work is steady throughout the year except in resort areas. Work week may vary from 35 to 48 hours and may include evenings, nights, holidays and weekends. Employer usually furnishes uniform.

Qualifications:

Must complete a few weeks of on-the-job training. In some cases a high school education is preferable. The individual must be at least 18 years of age and must be physically able to lift and carry heavy objects and to be on his feet for long periods of time. Must be courteous, neat and tactful in dealing with guests.

Occupational Opportunities:

Within the next ten years 10,000 job openings will become available. Jobs are found in nearly all communities. Large hotels offer the best prospects.

Advance Opportunities:

You may advance to bell captain or to superintendent of services.

Finding The Job:

Apply directly at the personnel office of any large hotel. Register with an employment agency or read newspaper ads.

Write to:

American Hotel and Motel Association
221 West 57th Street
New York, New York 10019

BUS BOY - BUS GIRL

Usual Duties:

The busperson carries dirty dishes from dining area to kitchen, keeps a supply of clean tableware and linen in the dining area, and also sets up tables. He may make coffee and provide customers with water, bread, butter and juices.

Characteristics Of Job:

This work is steady throughout the year, usually consisting of a five- or six-day week of 40 to 48 hours. Work schedule may include weekends, holidays, evening and night work. Some establishments require uniforms which they may or may not furnish.

Qualifications:

In this area of work you will be given preference if you have a high school education. If alcoholic beverages are served you may have to be 18 or 21 years of age. Many states require health certificates. You must be neat, courteous, and friendly and physically fit to stand for long periods of time.

Occupational Opportunities:

There are thousands of job openings in this field of work. Work is available in almost all communities, and part-time or summer jobs are plentiful for high school students.

Advancement Opportunities:

With experience you may advance to such jobs as head waiter, head waitress, waiter, waitress, cashier, hostess or cook.

Finding The Job:

Apply directly at personnel office of any local cafeteria, restaurant, drive-in, soda fountain or food serving facility. Read the daily newspaper ads.

Write to:

Educational Director
National Restaurant Association
1530 North Lake Shore Drive
Chicago, Illinois 60610

CAR HOP

Usual Duties:

The car hop takes orders at drive-in restaurants, calls in the orders, delivers food and takes customers' payments.

Characteristics Of Job:

This work is steady throughout the year, usually consisting of a five- or six-day week of 40 to 48 hours. Work schedule may include weekends, holidays, evening and night work. Some establishments require uniforms which they may or may not furnish.

Qualifications:

In this area of work you will be given preference if you have a high school education. If alcoholic beverages are served you may have to be 18 or 21 years of age. Many states require health certificates. You must be neat, courteous, and friendly and physically fit to stand for long periods of time.

Occupational Opportunities:

There are thousands of job openings in this field of work. Work is available in almost all communities, and part-time or summer jobs are plentiful for high school students.

Advancement Opportunities:

With experience you may advance to such jobs as head waiter, head waitress, waiter, waitress, cashier, hostess or cook.

Finding The Job:

Apply directly at personnel office of any local cafeteria, restaurant, drive-in, soda fountain or food serving facility. Read the daily newspaper ads.

Write to:

Educational Director
National Restaurant Association
1530 North Lake Shore Drive
Chicago, Illinois 60610

CASHIER

Usual Duties:

Receive money from customers, make change, make out bills, use cash register, use adding machine, record daily receipts and balance.

Characteristics Of Job:

Work is steady throughout year, usually 40 hour work week consisting of 5 days which may include weekends, holiday, and nights. Job may specify that you be bonded.

Qualifications:

On-the-job training, usually must have high school education. Courses in math, business, bookkeeping will be useful, and in many areas a second language may be required.

Occupational Opportunities:

Many openings year around found in all communities. Students can work summer, part-time and weekends. Work available for both male and female, and training is provided through your local State Employment Service Office under the Manpower Development and Training Act.

Advance Opportunities:

May advance to managerial job in larger business.

Finding The Job:

Apply directly at personnel office of any place of entertainment or local restaurant. Read local newspaper ads.

Write to:

Retail Clerks International Association
Connecticut Avenue
Washington, D. C. 20036

COOK HELPER

Usual Duties:

The cook helper assists in such duties as scrubbing, peeling, and cutting fruits, vegetables, etc. He cleans and prepares seafoods, meat and poultry. He weighs and measures ingredients and helps clean kitchen utensils.

Characteristics Of Job:

This type of work is steady throughout the year, usually a 40 hour, five-day week which may include evenings, nights, week-ends. Work is usually performed indoors. Employer usually furnishes uniform.

Qualifications:

To work in these jobs one must complete a few weeks of on-the-job training. Education is usually not important, but it can better your chances for employment. All states require a health certificate.

Occupational Opportunities:

There are always thousands of job openings in this area of work. Work is available in nearly all communities. As a student, you can frequently obtain summer or part-time work in any community.

Advancement Opportunities:

As an experienced cook helper, one may frequently advance to such positions as chef. pantryman or baker.

Finding The Job:

You may apply directly at the personnel office of any local restaurant, hotel, hospital, cafeteria or other facility which serves food. Read newspaper ads for job opportunities.

Write to:

Educational Director
National Restaurant Association
1530 North Lake Shore Drive
Chicago, Illinois 60610

COUNTERMAN - COUNTERWOMAN

Usual Duties:

The counterperson serves foods from the counter, cleans equipment, makes out customers checks, takes the money and may sell small items, such as candy, cigarettes, etc.

Characteristics Of Job:

This work is steady throughout the year, usually consisting of a five- or six-day week of 40 to 48 hours. Work schedule may include weekends, holidays, evening and night work. Some establishments require uniforms which they may or may not furnish.

Qualifications:

In this area of work you will be given preference if you have a high school education. If alcoholic beverages are served you may have to be 18 or 21 years of age. Many states require health certificates. You must be neat, courteous, and friendly and physically fit to stand for long periods of time.

Occupational Opportunities:

There are thousands of job openings in this field of work. Work is available in almost all communities, and part-time or summer jobs are plentiful for high school students.

Advancement Opportunities:

With experience you may advance to such jobs as head waiter, head waitress, waiter, waitress, cashier, hostess or cook.

Finding The Job:

Apply directly at personnel office of any local cafeteria, restaurant, drive-in, soda fountain or food serving facility. Read the daily newspaper ads.

Write to:

Educational Director
National Restaurant Association
1530 North Lake Shore Drive
Chicago, Illinois 60610

FOUNTAINMAN - FOUNTAINWOMAN

Usual Duties:

The fountainperson prepares soft drinks and serves ice cream concoctions.

Characteristics Of Job:

This work is steady throughout the year, usually consisting of a five- or six-day week of 40 to 48 hours. Work schedule may include weekends, holidays, evening and night work. Some establishments require uniforms which they may or may not furnish.

Qualifications:

In this area of work you will be given preference if you have a high school education. If alcoholic beverages are served you may have to be 18 or 21 years of age. Many states require health certificates. You must be neat, courteous, and friendly and physically fit to stand for long periods of time.

Occupational Opportunities:

There are thousands of job openings in this field of work. Work is available in almost all communities, and part-time or summer jobs are plentiful for high school students.

Advancement Opportunities:

With experience you may advance to such jobs as head waiter, head waitress, waiter, waitress, cashier, hostess or cook.

Finding The Job:

Apply directly at personnel office of any local cafeteria, restaurant, drive-in, soda fountain or food serving facility. Read the daily newspaper ads.

Write to:

Educational Director
National Restaurant Association
1530 North Lake Shore Drive
Chicago, Illinois 60610

KITCHEN HELPER

Usual Duties

The kitchen helper keeps equipment clean, sorts out trash, washes all kitchen utensils and moves supplies from kitchen to storeroom. He may also set up banquet tables.

Characteristics Of Job:

This type of work is steady throughout the year, usually a 40 hour, five-day week which may include evenings, nights, week-ends. Work is usually performed indoors. Employer usually furnishes uniform.

Qualifications:

To work in these jobs one must complete a few weeks of on-the-job training. Education is usually not important, but it can better your chances for employment. All states require a health certificate.

Occupational Opportunities:

There are always thousands of job openings in this area of work. Work is available in nearly all communities. As a student, you can frequently obtain summer or part-time work in any community.

Advancement Opportunities:

As an experienced cook helper, one may frequently advance to such positions as chef, pantryman or baker.

Finding The Job:

You may apply directly at the personnel office of any local restaurant, hotel, hospital, cafeteria or other facility which serves food. Read newspaper ads for job opportunities.

Write to:

Educational Director
National Restaurant Association
1530 North Lake Shore Drive
Chicago, Illinois 60610

HOTEL CLERK

Usual Duties:

The hotel clerk performs many duties to serve the hotel guests. He makes and confirms reservations, greets guests when they arrive, registers them, gives them keys to rooms, and gives instructions to the bellperson. He keeps records of the accounts and of occupied rooms. He bills guests and collects payments. He checks out guests when they leave. He may use equipment such as telephone, teletype or switchboard to receive and send messages. He answers questions about interesting places to dine or visit.

Qualifications:

To be a hotel clerk one must complete a few weeks of on-the-job training. Usually a high school education is required with courses in typing, shorthand and bookkeeping being very useful. In many locations a foreign language is a must.

Occupational Opportunities:

Many thousands of jobs are available in this area in almost any community throughout the country. The work is available to both men and women and training is provided at the local State Employment Service Office under the Manpower Development and Training Act.

Finding The Job:

Apply directly at the personnel office of any hotel or motel in your area. Consult your daily newspapers for available positions.

Write to:

The Council of Hotel, Restaurant
and Institutional Education
Statler Hall
Cornell University
Ithica, New York 14850

American Hotel and Motel Association
221 West 57th Street
New York, New York 10019

LAUNDRY AND DRY CLEANING SERVICES

Usual Duties:

The laundry and/or dry cleaning worker performs a variety of duties in preparing, processing and distributing laundry. He receives clothes from customers and issues claim checks, sorts laundry, may load and unload clothes from truck, weighs laundry and tags items for identification.

Characteristics Of Job:

Work in these areas is steady throughout the year, consisting usually of a five- or six-day week of 40 to 48 hours with overtime available.

Qualifications:

Must complete a few days of on-the-job training, but the person with a high school education is given preference. Must be physically fit to stand on feet for long periods of time and to lift heavy objects.

Advance Opportunities:

With time and experience may go on to foreman in large establishment.

Finding The Job:

Apply at personnel or employment office of any laundry or dry cleaning establishment.

Write to:

The National Institute Of Dry Cleaning
909 Burlington Avenue
Silver Spring, Maryland 20910

PARKING-LOT ATTENDANT

Usual Duties:

The parking-lot attendant parks cars for customer, collects fees for service. He places a numbered tag on the windshield and gives the customer a tag with a similar number. He records the time of entrance of a car and drives it to a space. He also patrols area to prevent theft.

Characteristics Of Job:

Work is steady throughout the year, a five- or six-day week, 40 to 48 hours which may include evenings, nights, holidays and weekends. Employer furnishes uniforms if they are required.

Qualifications:

A high school education is not needed, but is preferred. You must have a driver's license and be at least 18 years of age. You must have good eyesight to park cars within a limited space.

Occupational Opportunities:

Within the next few years the increasing number of cars in this country will make available many new jobs in this area. Jobs are found in almost all communities

Advance Opportunities:

Not much chance to advance in this job.

Finding The Job:

Apply directly at the employment office of any local parking lot or garage. Read newspaper for ads.

TRAVEL AGENT

Usual Duties:

The travel agent assists the customer in planning the trip by giving first hand information on the countries or areas to be visited. Making reservations in hotels and on trains, planes, boats, buses, explaining the necessary documents needed in foreign travel, informing the customer as to what he may or may not bring in or out of the country and the weight allowed on luggage. He will inform the customer about local customs, tips, foods, etc. He eliminates all potential problems.

Qualifications:

The travel agent may receive on-the-job training from Pan America or other travel firms or enterprises. A high school education is required, and in some cases a year or two of college. Knowledge of at least one foreign language, or as many as possible, is a must. Additional knowledge about the countries and their peoples and histories will give the applicant a better opportunity for employment.

Occupational Opportunities:

This type of work is available anywhere there is a local travel agency or in large hotels. It is open to both men and women and requires a pleasant out-going personality. Work is always interesting and exciting and offers many opportunities to travel.

Getting The Job:

Apply at your local travel agency or at any large hotel. Write to any airplane line. Look in the want ads of your daily newspaper or ask your counselor for information.

Write to:

Pan Am Airways
P. O. Box #5504
New York, New York 10017

WAITER - WAITRESS

Usual Duties:

The waiter or waitress takes orders, serves food and beverages, makes out checks and often takes the customers' payment. In some restaurants they set up and clear tables and help clean equipment.

Characteristics Of Job:

Work is steady, usually a forty-hour week and may include evenings, nights, holidays and weekends. You may be required to furnish your own uniform.

Qualifications:

Must often complete a few weeks of on-the-job training. Courses in home economics are very useful. You usually must be 21 or at least 18 years of age if alcoholic beverages are served. In some states a health certificate is required. You must also be physically able to stand on your feet for long periods of time. You must be courteous, neat, and tactful in dealing with customers.

Occupational Opportunities:

About 640,000 jobs for this service will be available within the next 10 years. As a result chances for getting a job are good. Jobs are available in nearly all communities, but the best places are usually large cities. Part-time or summer work is easy to find.

Advance Opportunities:

Advancement to headwaiter, captain, cashier or hostess come with experience and time on the job.

Finding The Job:

Apply directly at the restaurant, hotel, motel, drugstore, etc., where you are seeking employment. Ask the employment agency or school counselor for data.

Write to:

Educational Director
National Restaurant Association
1530 North Lake Shore Drive
Chicago, Illinois 60610

CAREER EXPLORATION FORM

Using the information provided in this booklet and/or information in your classroom or library, complete the following questions concerning the occupation you have chosen from this career unit.

OCCUPATION RESEARCHED_____

1. Check the correct answer or answers.

   The occupation you have chosen requires

   _____ a high school diploma

   _____ a college diploma

   _____ apprenticeship

   _____ union membership

   _____ trade school training

   _____ no special training

   _____ practical experience

   _____ physical strength

   _____ a license or certification

2. The occupation you have chosen requires approximately how much training time?

3. What are some personal characteristics required for this job?

4. List 5 duties involved in your chosen occupation.
   a. d.
   b. e.
   c.

5. What determines your chances for advancement?

6. What is the average pay for your job? What are your fringe benefits?

7. What are average working conditions for your occuaption (working with individuals, working outdoors, etc.)

8. What are two locations of employment for your occupation?
   a. b.

9. List one local employer in your job field.

CAREER EXPLORATION QUIZ

Directions: Complete this quiz with 80% accuracy. To check your answers use the Career Exploration Form you filled out on the occupation you chose.

1. Name of occupation. _____

2. List two duties required of this occupation.

   a. _____

   b. _____

3. List two or more educational requirements for the occupation.

   a. _____

   b. _____

4. List any special physical requirements below.

   a. _____

   b. _____

5. List at least two sources of information for "finding the job" you have chosen.

   a. _____

   b. _____

STUDENT CAREER UNIT V

MARKETING AND DISTRIBUTION LEARNING ACTIVITY PACKAGE

MARKETING AND DISTRIBUTION

OCCUPATIONS

--Grocery Checker - der Kassierer, die Kassiererin
--Security Guard - der Wächter
--Refrigeration Mechanic - der Abkühlungs mechanicker
--Salesclerk - der Verkäufer, die Verkäuferin
--Teller - der Kassierer

VOCABULARY LIST ON "IN THE BANK"

Directions:

The following vocabulary items are related to "marketing and distribution" occupations and "In the Bank." Study the vocabulary items, and when you feel that you have learned them, take the short quiz on page 195. You must score at least 80% to pass, so be certain you know the words before attempting the quiz.

help (verb)	helfen (hilft, half, hat geholfen)
withdraw (verb)	abheben (regular)
account	das Konto (s or en)
account ID card	der Kontoausweis
account number	die Kontonummer
daily statement	der Tagesauszug
teller	der Kassierer
teller counter	die Kasse
bankclerk	der Bankangestellte
bill (noun)	das Schein (e)
change (noun)	das Kleingeld
bank	die Bank
voucher	der Beleg, das Belegschein
sign (verb)	unterschreiben

VOCABULARY QUIZ ON "IN THE BANK"

Directions:

You will read a series of incomplete sentences. Each sentence is followed by three choices: A, B, and C. You are to decide which of these choices best completes the statement and circle the letter which corresponds to your choice.

1. Am Ende des Formulars, _____ Sie bitte, Ihren Namen.
   A. helfen
   B. unterschreiben
   C. abheben

2. Ich bekomme das Kleingeld von dem _____.
   A. Kassierer
   B. Tagesauszug
   C. Belegschein

3. Bitte, geben Sie mir Kleingeld für dieses _____.
   A. Kassierer
   B. Tagesauszug
   C. Schein

4. Mein Geld ist in der _____.
   A. Kleingeld
   B. Bank
   C. Kassierer

5. Ich hebe das Geld aus meinem _____ ab.
   A. Konto
   B. Schein
   C. Bankangestelle

6. Nehmen Sie dem Kassierer das _____ für das Geld.
   A. Kontoausweis
   B. Belegschein
   C. Tagesauszug

7. Sie wissen nicht, wie man das Geld abhebt? Der Bankangestellte wird Ihnen _____.
   A. unterschreiben
   B. abheben
   C. helfen.

8. Wieviel Geld habe ich? Das weiss ich nicht. Ich werde meinen _____ ansehen.
   A. Kontoausweis
   B. Tagesauszug
   C. Kassierer

9. Ich habe keine Scheine. Ich habe nur etwas _____.
   A. Kleingeld
   B. Bank
   C. Kontoausweis

10. Meine Kontonummer ist auf meinem _____.
    A. Schein
    B. Bankangestellte
    C. Kontoausweis

IN THE BANK -- IN DER BANK

Directions: Read and Understand the Following Skit.

CHARACTERS	STAGE DIRECTIONS	DIALOGUE (GERMAN)	DIALOGUE (ENGLISH)
Mrs. White Bank Clerk Teller Other Customers	Mrs. White walks up to clerk's counter, clerk rises from a desk and goes to counter.		
		Frau Weiss: Guten Tag!	Mrs. White: Hello
		Bankangestellte: Guten Tag! Wie geht es Ihnen?	Clerk: Hello. How are you today?
PROPS:		Frau Weiss: Gut, danke.	Mrs. White: Fine, thank you.
Voucher Pen Desk Counter Money		Bankangestellte: Wie kann ich Ihnen heute helfen?	Clerk: How can I help you today?
		Frau Weiss: Ich möchte fünfzig (50) Mark abheben. Hier ist mein Kontoausweis.	Mrs. White: I would like to withdraw $25.00. Here is my account ID card.
		Bankangestellte: In Ordnung. Ich finde erst Ihren Tagesauszug.	Clerk: Okay. Let me find your daily statement.
		Frau Weiss: Danke.	Mrs. White: Thank you.
	Pause as clerk looks for statement and fills out voucher.		

CHARACTERS	STAGE DIRECTIONS	DIALOGUE (GERMAN)	DIALOGUE (ENGLISH)
		Bankangestellte: Hier ist Ihr Tagesauszug, und hier ist Ihr Belegschein. Unterschreiben Sie ihn und nehmen Sie ihn an die Kasse.	Clerk: Here is your daily statement, and here is your voucher. Just sign it and take it over to the teller.
	Mrs. White signs the form.		
		Bankangestellte: Ist das alles?	Clerk: Will that be all?
		Frau Weiss: Ja, danke. Aufwiedersehen.	Mrs. White: Yes, thank you. Goodbye.
		Bankangestellte: Auf-wiedersehen.	Clerk: Goodbye.
	Mrs. White goes over to the tellercounter. She hands the voucher to the teller.		
		Kassierer: Guten Tag!	Teller: Hello.
		Frau Weiss: Guten Tag!	Mrs. White: Hello.
		Kassierer: Geht das mit fünf Zehnmarkscheine?	Teller: Will 5 five dollar bills be okay?
		Frau Weiss: Naja, ich möchte lieber etwas Kleingeld.	Mrs. White: Well, I would prefer some change.
	Teller turns and picks up the money and turns back to Mrs. White to count out money.		

CHARACTERS	STAGE DIRECTIONS	DIALOGUE (GERMAN)	DIALOGUE (ENGLISH)
		Kassierer: So, hier ist es: zehn, zwanzig, dreissig, vierzig, fünfundvierzig, sechsundvierzig, siebenundvierzig, 48, 49, neunundvierzig, fünfzig, fünfzig Mark. Geht das?	Teller: So, here it is: $5, 10, 15, 20, 21, 22, 23, 24, 24.25, 24.50, 24.75, 25.00. Is that alright?
	Teller stamps form and puts it aside.		
		Frau Weiss: Ja, danke. Wiedersehen!	Mrs. White: Yes, thank you. Goodbye.
		Kassierer: Aufwiedersehen!	Teller: Goodbye.

SUPPLEMENTARY VOCABULARY ON "IN THE BANK"

Exchange (verb)	wechseln (regular)
Exchange rate	Kurs
Save (verb)	sparen (regular)
Borrow (verb)	leihen (leiht, lieh, hat geliehen)
Receive	erhalten (erhält, erhielt, hat, erhalten)
Amount	Betrag
Equivalent	Gegenwert
Voucher No.	Primanote
Value	Wert
Entry	Umsatz
Debit	Soll
Credit	Haben
Previous Balance	alter Saldo
New Balance	neuer Saldo
Date Of Entry	der Buchungstag
Transfer	die Überweisung
Check	der Scheck
Bill Of Exchange	Wechsel
Letter Of Credit	Dokument
Foreign Exchange	Devisen
Security	das Wertpapier
Interest	Zinsen
Charge	Gebühr
Adjustment	Storno
Deposit	deponieren (regular)

SUPPLEMENTARY VOCABULARY ON "IN THE BANK" (continued)

Address	der Anschrift
Foreign Currency	Sorten
Currency Value	Währung
Cash	(bar:) die Kasse

SUPPLEMENTARY ACTIVITY ON "IN THE BANK"

Read and complete the following:

The current rate of exchange between American currency and German currency is:

U. S. - $1.00 = 3,3 DM

To exchange American money to German money in a German bank an exchange form must be completed. This form is called a sortenankauf form, and the following is a copy of one of these forms. Using the supplementary vocabulary, complete the form with the help of your teacher.

Kieler Spar- und Leihkasse Ankauf No 114903

Sortenkasse

Kiel, den.....

Herrn
Frau .....
Frl.

Anschrift:.....

DM-Gegenwert erhalten

Betrag	Währung	Kurs	DM
	Noten		
	Münzen		
i. W.			

Kieler Spar- und Leihkasse

Irrtum vorbehalten!

IV 206
1

Die Auszahlung des Gegenwertes erfolgt unter dem Vorbehalt der Echtheit u. Umlauffähigkeit der Sorten.

CONVERSATION STIMULUS ON "IN THE BANK"

Using the words in the supplementary vocabulary and the information in the following stimulus, write your own conversation.

Frank goes into a bank. He has just received a gift of $5.00 from his aunt in America, and he wishes to exchange it for marks. He asks a bank clerk, and she helps him fill out the necessary form, and he then takes the form to the teller for the money.

ANSWER SHEET

MARKETING AND DISTRIBUTION LISTENING COMPREHENSION TEST

Directions:

The teacher will read a series of statements or questions followed by two possible rejoinders - A and B. The student must determine which is the most appropriate rejoinder and write the corresponding letter on this answer sheet.

In The Bank

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

VOCABULARY LIST FOR "IN THE DEPARTMENT STORE"

Directions:

The following vocabulary items are related to marketing and distribution occupations and "In the Department Store." Study the vocabulary items, and when you feel that you have learned them, take the short quiz on page 211. You must score at least 80% to pass, so be certain you know the words before attempting the quiz.

blouse	die Bluse (n)
size	die Grösse (n)
color	die Farbe (n)
check	der Scheck (s)
traveler's check	der Reisescheck (s)
bargain	der gute Einkauf (¨e)
refund	die Rückzahung (en)
cosmetics	die Kosmetik
toilet articles	die Schönheitsartikeln
deodorant	der Deoderant (en)
lipstick	der Lippenstift (en)
tooth paste	die Zahnpaste (n)
nail polish	der Nagellack
suntan lotion	die Sonnencreme (n)
shaving lotion	das Rasierwasser (-)
shampoo	die Shampoo (s)
exchange	der Umtausch
blue	blau
yellow	gelb
cash	das Bargeld

VOCABULARY QUIZ ON "IN THE DEPARTMENT STORE"

Directions:

You will read a series of incomplete sentences. Each sentence is followed by three choices: A, B, and C. You are to decide which of these choices best completes the statement and circle the letter which corresponds to your choice.

1. Welche Farbe ist dein Haar?
   A. gelb
   B. blau
   C. lang

2. Wenn man im Sommer schwimmen geht, braucht man _____.
   A. Lippenstift
   B. Nagellack
   C. Sonnencreme

3. Die Bluse ist nicht meine Grösse; ich möchte einen _____.
   A. guten Einkauf
   B. Umtausch
   C. Scheck

4. Wenn ich nach Amerika fahren, bringe ich kein Geld. Ich bringe _____.
   A. Deoderant
   B. Reiseschecks
   C. Rückzahlungen

5. Dieser Lippenstift ist alt und schlecht. Ich möchte eine _____.
   A. Shampoo
   B. Rückzahlung
   C. Sonnencreme

6. Sehen Sie die Hande; ich habe einen neuen _____.
   A. Rasierwasser
   B. Scheck
   C. Nagellack

7. Mein Haar ist schmutzig. Ich brauche _____.
   A. Farbe
   B. Zahnpaste
   C. Shampoo

8. Der Lippenstift und der Nagellack sind beide _____.
   A. Kosmetik
   B. Umtausch
   C. blau

9. Nach dem Essen, braucht man _____.
   A. Zahnpaste
   B. Rasierwasser
   C. Shampoo

10. Nein, ich möchte keinen Scheck. Ich möchte _____.
    A. Kosmetik
    B. Rückzahlung
    C. Bargeld

IN THE DEPARTMENT STORE - IM KAUFHAUS

Directions: Read and Understand the Following Skit:

CHARACTERS	STAGE DIRECTIONS	DIALOGUE (GERMAN)	DIALOGUE (ENGLISH)
Clerk Mrs. Brown Mr. Brown PROPS: Counter Articles Of Clothing Money Cash Register (If Possible)		Verkäuferin: Guten Tag? Wie kann ich Ihnen bedienen? Frau Braun: Ich möchte eine Bluse. Verkäuferin: In welcher Grösse? Frau Braun: Grösse vierunddreissig. Verkäuferin: Welche Farbe haben Sie am liebsten? Frau Braun: Ich weiss nicht. Welche Farbe hast du am liebsten, Schatz? Herr Braun: Du siehst immer in gelb oder hellblau gut aus. Verkäuferin: Ich habe eine gelbe zu dreissig Mark.	Clerk: Good afternoon. What can I help you with? Mrs. Brown: I would like to see a blouse. Clerk: What size do you need? Mrs. Brown: I want a size 34. Clerk: What color do you prefer? Mrs. Brown: I don't know. What color do you prefer, dear? Mr. Brown: You always look well in yellow, or perhaps a pale blue. Clerk: I have this one in yellow for $30.00.

CHARACTERS	STAGE DIRECTIONS	DIALOGUE (GERMAN)	DIALOGUE (ENGLISH)
		Herr Braun: Haben Sie etwas billigeres?	Mr. Brown: Do you have something a little cheaper?
		Verkäuferin: Ja. Diese kostet fünfzehn Mark und die da kostet achtzehn Mark.	Clerk: Well, yes. This blouse is $15.00, and this other one is $18.00.
		Herr Braun: Ich habe die Blaue zu achtzehn Mark gern. Und die gelbe zu fünfzehn Mark ist sehr schön.	Mr. Brown: I like the blue one for $18.00, and the yellow one for $15.00 is very pretty.
		Frau Braun: Sehr gut. Ich nehme die gelbe.	Mrs. Brown: Very well, I'll take the yellow one.
	Mr. Brown to clerk.		
		Herr Braun: Nehmen Sie einen Scheck?	Mr. Brown: Will you cash a check?
		Verkäuferin: Ja, oder einen Reisescheck.	Clerk: Yes, or I'll take a traveler's check.
		Herr Braun: Nein. Ich zahle lieber bar. Hier ist zwanzig Mark.	Mrs. Brown: No, never mind. I'll pay cash. Here you are, twenty dollars.
	Clerk leaves to get change. (If no cashier is available, scene takes place at counter.		
		Frau Brown: Ich glaube die Bluse ist ein guter Einkauf.	Mrs. Brown: I think that we got a bargain.

CHARACTERS	STAGE DIRECTIONS	DIALOGUE (GERMAN)	DIALOGUE (ENGLISH)
		Verkäuferin: Bitte. Hier ist Ihr Kassenzettel und Ihre Bluse.	Clerk: Here you are. Here is your change and your package.
		Frau Braun: Wenn sie nicht passt, darf ich Rückzahlung bekommen?	Mrs. Brown: If it doesn't fit may I get a refund?
		Verkäuferin: Ja, natürlich. Wir geben Ihnen eine Rückzahlung oder einen Umtausch. Behalten Sie aber bitte den Kassenzettel!	Clerk: Yes, of course. We will be glad to exchange it or give you a refund. But, please keep the receipt.
		Frau Braun: Danke schon. Gehen wir ins Kosmetik und Schönheitsabteilung, Liebling. Ich brauche Deoderant, Lippenstift, Zahnpaste, und Nagellack.	Mrs. Brown: Thank you. Let's go to the cosmetics and toilet goods department, dear. I need deodorant cream, lipstick, tooth paste, and nail polish.
		Herr Braun: Ist gut. Ich muss sowieso Sonnencreme, Rasierwasser und Shampoo kaufen.	Mr. Brown: Very well, I have to buy some sun tan lotion, shaving lotion, and shampoo.

SUPPLEMENTARY VOCABULARY ON "IN THE DEPARTMENT STORE"

red	rot
orange	orange
yellow	gelb
green	grün
blue	blau
purple	lila
black	schwarz
white	weiss
pink	rosa (pink)
brown	braun
colorful	bunt
hat	der Hut (¨e)
shirt	das Hemd (en)
blouse	die Bluse (n)
vest	die Weste (n)
coat	der Mantel (¨)
jacket	die Jacke (n)
sweater	die Wolljacke (n)
pants	die Hose (n)
skirt	der Rock (¨e)
dress	das Kleid (er)
stockings	die Strümpfe
socks	die Socken
shoes	die Schuhe
boots	die Stiefel

SUPPLEMENTARY VOCABULARY ON "IN THE DEPARTMENT STORE" (continued)

handbag	die Tasche (n)
ring	der Ring (e)
bracelet	der Armband ("er)
necklace	die Halskette (n)
earring	die Ohrring (e)
watch	die Armbanduhr (en)
gloves	die Handschuhe
scarf	der Schal
shawl	der Schal
poncho	der Poncho
stole	die Stola
wool	die Wolle
cotton	die Baumwolle
silk	die Seide
leather	der Leder
linen	das Leinen
cloth	der Stoff

CONVERSATIONS ON "IN THE DEPARTMENT STORE"

1. Using the supplementary vocabulary and the information in the following conversation stimulus, write your own conversation.

   Julie goes into the clothing store to buy her aunt a present. The sales clerk greets her and offers to be of service. Julie tells the clerk what she is looking for, and the clerk inquires about the size. Julie isn't sure of her aunt's clothing size. The clerk suggests Julie buy a colorful scarf of silk. Julie agrees, chooses one and buys it.

2. Using the vocabulary in the unit and the supplementary vocabulary in the restaurant unit (p.157), write a conversation about buying something in a grocery store. (Many grocery stores in Europe are still not self-service.)

ANSWER SHEET

MARKETING AND DISTRIBUTION LISTENING COMPREHENSION TEST

Directions:

The teacher will read a series of statements or questions followed by two possible rejoinders - A and B. The student must determine which is the most appropriate rejoinder and write the corresponding letter on this answer sheet.

In The Department Store

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

STUDENT CAREER UNIT V

MARKETING AND DISTRIBUTION CAREER RESEARCH PACKAGE

MARKETING AND DISTRIBUTION CAREER RESEARCH PACKAGE

Directions:

The selected Marketing and Distribution occupations lsited at the beginning of this unit are briefly described on the following pages.

1. Select one occupation that is of interest to you.

2. Using the information provided on that occupation, complete the Career Exploration Form on page 231.

3. Familiarize yourself with the information.

4. Without your Career Exploration Form, complete the quiz on page 233 with 80% accuracy.

5. To check your answers, use your Career Exploration Form.

GROCERY CHECKER

Usual Duties:

The grocery checker uses an adding machine or cash register to total the prices of customer purchases in a self-service store. He reads the prices on items, looks at price lists, pushes the machine keys and totals the amount. She/he gives the customer his receipt, receives the cash, and makes the correct change. He may unload shopping carts, weigh some foods, and bag the items purchased. In many cases he may handle food stamps or give out trading stamps. At the end of her/his shift, she/he must balance the cash or checks on hand with the amount shown on the register.

Qualifications:

A few weeks on-the-job training may be required to obtain jobs in this area. A high school education is usually required with courses in arithmetic and cash register operation. One must have good vision to deal with figures and be able to stand for long periods of time. One must be friendly, courteous, neat and pleasant to deal with the public.

Occupational Prospects:

There are always positions in this type of work which is open to both men and women. Jobs are found in all communities and often are available to students after school or on week-ends or summer. Training for this job is available through your local State Employment Service under the Manpower Development and Training Act.

Finding The Job:

Apply at the employment office of any large supermarket, chain store or even smaller grocery store. Read the daily "help-wanted" ads in the local newspaper or ask your high school counselor.

REFRIGERATION MECHANIC

Usual Duties

The refrigeration mechanic installs and repairs cooling and refrigerating facilities according to specific blueprints. He sets up the refrigerating systems, pumps gas or fluid into the systems and observes to see that they are operating properly. He dismantels non-functioning systems and sees what adjustments are necessary to make the systems operable.

Qualifications:

One may either learn this type of work by informal on-the-job training or complete a training program that consists of 5 years of classroom instruction. One must usually have a high school education or trade school training. Courses in physics, mathematics and blueprint reading are very important since aptitude tests are given to determine whether one is able to perform the necessary work. One must be physically fit to work in cramped conditions and be dexterous in the handling of tools. A good eyesight is required to repair machinery according to bluepring specifications.

Occupational Prospects:

There is always a great demand for anyone trained in doing this type of work. Jobs are found in nearly all communities usually with large commercial firms dealing with food processing and shipping or industrial companies. Preapprenticeship training is available through your local State Employment Service Office under the Manpower Development and Training Act.

Finding The Job:

Apply directly at the employment office of any local refrigeration contractor or dealer. Register with the State Employment Office. Contact local union officials and read the ads in the local newspaper.

Write to:

Refrigeration Service Engineers Society
433 North Waller Avenue
Chicago, Illinois 60644

SALES CLERK

Usual Duties:

The sales person receives money for any merchandise bought, wraps the purchased items, and makes change. She/he may also inventory goods, order merchandise or shelved merchandise.

Qualifications:

A brief period of on-the-job training is usually required. With a high school education, one is usually given a preference, but this is usually not required. Math, English or home economics courses are useful. In many areas a second language is required due to the large foreign-language communities in the United States. One must be physically fit to stand all day and have good eyesight in order to work with figures. A friendly, courteous and pleasant attitude helps deal with customers.

Occupational Prospects:

There are always many openings in this area. Jobs are opened to both men and women and are available in nearly all communities. Good chances for finding employment are open to students for after-school, week-end or summer work. Training for this kind of work may be available through your local State Employment Service Office under the Manpower Development and Training Act.

Finding The Job:

Apply directly at any local store. Read the daily newspaper ads and seek information from your high school counselor.

SECURITY GUARD

Usual Duties:

The security guard usually works in the evening and early morning hours when the business establishments are closed to see that there are no thefts or acts of vandalism. His duty is to protect the property and interests of the business or bank by which he is employed.

Qualifications:

Security guards usually have some on-the-job training. At least a high school education is required and, in some areas, two years of college. One must be at least 21 years of age, pass a physical and written examination and be able to meet certain weight and height requirements. One must have good eyesight, physical stamina and use good judgement if fire arms are part of the job requirements. One must be honest and keep a cool head.

Occupational Prospects:

These are usually limited but may be secured at any large bank or business firm. Usually ex-policemen or someone with the ability to handle firearms is given preference over anyone else. The work is almost always limited to men.

Finding The Job:

The best place is to go directly to the personnel office of any large firm and check with the person employing the personnel. "Help-wanted" ads of the local newspapers may carry "position-available" notices.

TELLER:

Usual Duties:

The teller handles deposits and withdrawals from checking and savings accounts, cashes checks, makes entries in account books, and gives receipts for money received. She/he handles other records of money received or banking transactions. She/he takes commercial, loan, installment and other payments and may operate office machines. The teller sells travelers' checks and savings bonds, figures service charges and files checks.

Qualifications:

One must complete about six months on-the-job training to become a teller. One must have a high school education with courses in business math, bookkeeping, typing and clerical work. A foreign language is very important for one wishing to work in an overseas bank or in large cities where there is a concentration of foreign speaking people. One must have good eye sight to handle small figures and be physically fit to stand for long periods of time. One must be neat, accurate, and patient to deal successfully with customers.

Occupational Prospects:

There are always thousands of openings in this line of work due to the increasing volume of banking and the branching of banks into surburban areas. Jobs are found in nearly all communities and are available to both men and women. Training for the job is available through your local State Employment Service Office under the Manpower Development and Training Act.

Finding The Job:

Apply at the personnel office of any bank, savings and loan company, personal loan firm or brokerage firm. Check your daily newspapers in the help wanted columns. Ask your high school counselor.

Write to:

American Bankers Association
Personnel Administration and Management
Development Committee
90 Park Avenue
New York, New York 10016

CAREER EXPLORATION FORM

Using the information provided in this booklet and/or information in your classroom or library, complete the following questions concerning the occupation you have chosen from this career unit.

OCCUPATION RESEARCHED _____

1. Check the correct answer or answers.

   The occupation you have chosen requires

   _____ a high school diploma

   _____ a college diploma

   _____ apprenticeship

   _____ union membership

   _____ trade school training

   _____ no special training

   _____ practical experience

   _____ physical strength

   _____ a license or certification

2. The occupation you have chosen requires approximately how much training time?

3. What are some personal characteristics required for this job?

4. List 5 duties involved in your chosen occupation.
   a. d.
   b. e.
   c.

5. What determines your chances for advancement?

6. What is the average pay for your job? What are your fringe benefits?

7. What are average working conditions for your occupation (working with individuals, working outdoors, etc.)

8. What are two locations of employment for your occupation?
   a. b.

9. List one local employer in your job field.

CAREER EXPLORATION QUIZ

Directions: Complete this quiz with 80% accuracy. To check your answers, use the Career Exploration Form you filled out on the occupation you chose.

1. Name of occupation. _____

2. List two duties required of this occupation.

   a. _____

   b. _____

3. List two or more educational requirements for the occupation.

   a. _____

   b. _____

4. List any special physical requirements below.

   a. _____

   b. _____

5. List at least two sources of information for "finding the job" you have chosen.

   a. _____

   b. _____